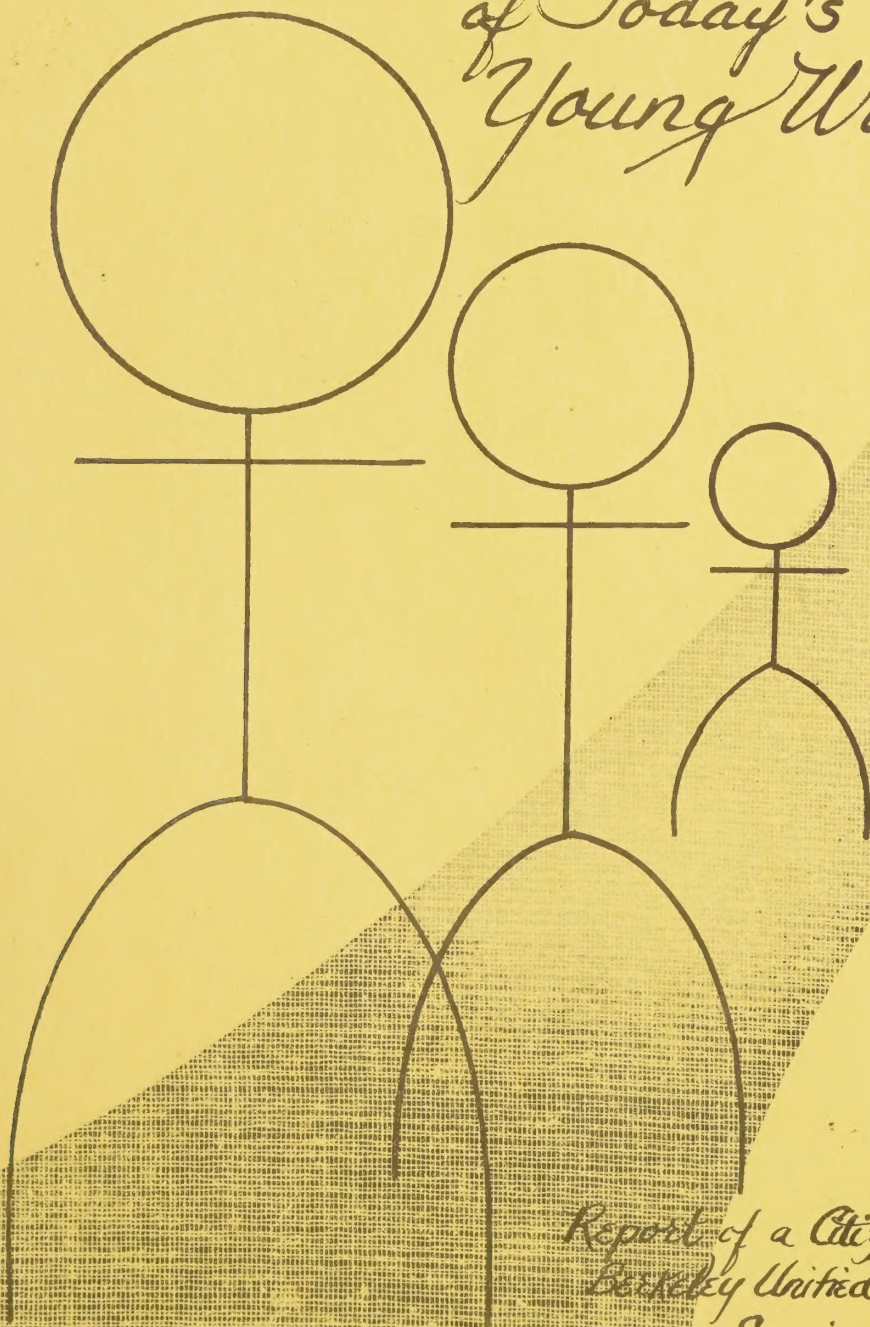


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*Special Education Needs
of Today's
Young Women*



Women

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*Report of a Citizens Committee
Berkeley Unified School District
Spring 1964*



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BERKELEY UNIFIED SCHOOL DISTRICT

SPECIAL EDUCATIONAL NEEDS
OF TODAY'S YOUNG WOMEN

TO THE BOARD OF EDUCATION

Berkeley, California

April 7, 1964

LETTER OF TRANSMITTAL

Berkeley, California
April 3, 1964

To Members of the Board of Education:

Your Committee on the Special Needs of Today's Young Women is pleased to transmit to you its findings and recommendations. Because of limitation of time, we have considered only those facets of the school program that appeared to us to have greatest urgency in the education of today's girls.

We wish to express our special appreciation to Mrs. Carol R. Sibley, Vice-President, and your Liaison Representative to the Committee, for her great interest and assistance.

The Committee also wishes to thank the members of the Homemaking Department--the teachers who made us feel welcome in their classes during our school visits, and particularly Miss Mary K. Stiles, Mrs. Jo Ann Sheerin and Mrs. Bonnie S. Maloney, of the Willard faculty, for their development and use of the Questionnaire on Home Attitudes and Practices in their Homemaking classes. Our special thanks go to Mrs. Margaret P. Larson, Supervisor of Homemaking, for her professional assistance, including specially prepared reports and resource materials.

We also wish to thank Mr. Milton Loney, Coordinator of Counseling, and Mr. C. O. Burke, Head Counselor, Willard Junior High School, for their assistance in developing background information on opportunities provided for academically gifted Willard girls.

The Committee wishes to express special appreciation to Mrs. Esmer Clark, Director of Secondary Education, for her many curriculum suggestions and interpretations and her special assistance to the Chairman.

No work such as this is completed without the able assistance of many secretaries and clerical assistants. We specially thank Mrs. Ruth Wasley, Mrs. Clara Rose, Mrs. Mirian H. Stiehl, Mrs. Dorothy Jewell, and Miss Edna Blackledge, without whom there would have been no report.

A total of sixteen persons were appointed to serve on the Committee. However, Mrs. Ann Browne, Dr. Ruby Harris, and Mrs. Maruko O. Hiratzka were unable to serve. The working Committee was as follows:

(Signed) Mrs. Buford B. Payne, Chairman
Mrs. Barbara Bell
Miss Laura Cooley
Mrs. Ione Elioff
Mrs. E. M. Hornibrook
Mrs. Ted D. Johnston
Mrs. David Krech
Mrs. Ernest O. Lawrence
Mrs. Charles Lynch
Mrs. Rex Parcels
Mrs. Sanford Plainfield
Mrs. Walter Popenuck
Mrs. Helen Ross

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CHARGE OF THE BOARD TO THE COMMITTEE

At the November 5, 1963, Board of Education Meeting, a Motion was presented by Director Sibley, seconded by Director Avakian, and unanimously passed, as follows:

"I move that the Board of Education appoint a Committee to study the special educational needs of today's young women; the committee to be composed of ten representative citizens from various geographical areas in Berkeley, including persons of different ages, educational backgrounds, religious and political viewpoints, as well as experts who can draw upon research and the accumulated knowledge which bears upon the subject;

"That the committee be charged with reviewing the present secondary curriculum here and elsewhere to determine the extent to which these needs are being met in Berkeley and what lacks, if any, they see;

"That the committee be responsible for spelling out ways of informing the community of their findings, and seeking the support of administrators, counselors, parents, and students in implementing goals which meet the needs;

"That the committee report to the Board of Education by March 1st so that any recommendations may be considered in curriculum plans for next year."

I. INTRODUCTION

At the request of the Berkeley Board of Education, the Committee to Study the Educational Needs of Young Women has consulted with administrators, counselors, and teachers, and has interviewed men and women of the community to ascertain the educational needs of today's girls; has reviewed the present secondary curriculum to determine how many of these needs are being met; has visited Homemaking classes in Berkeley, Oakland, San Francisco, and San Mateo to evaluate programs in action; has reviewed pertinent research data and selected homemaking curricula to broaden its understanding of the problems involved; has made recommendations based upon careful study; and has attempted to spell out ways of informing the community of its findings.

A. Statement of the Problem

The problem as we see it is twofold: first, to find how girls may be given, as part of their total educational experience, a recognition and understanding of their distinctive qualities and contributions as women, wives, and mothers; secondly, the responsibility of the school in reinforcing and supplementing family teaching in such matters.

American civilization has been built around the importance and significance of the family as the core unit which has transmitted spiritual and social values and affectional ties from generation to generation. 1/

Conserving the values of the home and strengthening family are basic to our recommendations. In this context, the woman, as homemaker, plays a most important part. It is generally accepted that the role of women in today's changing society is more complex and more difficult than in any previous time. Women have nearly achieved equality of educational opportunity with men. Although they have made notable advances in occupational opportunities, legal status, and socio-political achievement, certain restrictions remain. Often economic considerations restrict freedom of choice of life patterns, and certainly one of the most pervasive limitations is the social climate in which young women choose what they prepare themselves to do after their formal schooling is completed. Too many plans recommended to young women reaching maturity are only partially suited to the 60's. 2/

Even the role most generally approved by parents, counselors and friends--the making of a home, rearing children, and transmitting to them in their early years the values of the American heritage--is frequently presented as it is thought to have been in an earlier and simpler society. Women's ancient function of providing love and nurture stands. But for entry into modern life, today's young women need a preparation far more diversified and far more perceptive than that of their predecessors. 3/

B. Women in a Changing Society

The Committee recognized that men and women have different life patterns and that women require different educational approaches and experiences for their multiple roles. The typical pattern for the majority of American women is schooling, then employment, interrupted for marriage and child bearing and rearing, with a later return to employment or community service with refresher courses as needed.

Eight out of ten women work outside the home at some time during their lives. Many of these, and others as well, also engage in unpaid work as volunteers. The population contains 13 million single girls and women 14 years of age and over. A 20-year-old girl, if she remains single, will spend some 40 years in some kind of gainful work. If, after working for a few years, she marries and has a family, and returns to the labor market at 30, she is likely to work for some 23 more years. During the years that her children are young and are in school for only part of the day, she often chooses to work only part-time, economics permitting. 4/

This is not all. Among heads of families in the United States, 1 in 10 is a woman. At least half of them carry a double responsibility of earning the family's living and making the family's home. 5/ Their problems are correspondingly greater; their resources are usually less.

Seven million non-white women and girls in the United States belong to minority racial groups. These women suffer from discrimination because of color as well as of sex. Such discrimination currently places an oppressive dual burden on the millions of Negro women. Historically, these women have been a source of economic as well as emotional stability in a large proportion of low-income families. 6/ These women are twice as likely as other women to have to seek employment while they have pre-school children at home; they are just beginning to gain entrance into the expanding fields of clerical and commercial employment. Except for the few who can qualify as teachers or other professionals, they are forced into low-paid service occupations. 7/

Hundreds of thousands of other women face somewhat similar situations. While there are highly skilled members of all minority groups, in many of the families of these women the unbroken cycle of deprivation and retardation repeats itself from generation to generation, compounding its individual cost in human indignity and unhappiness and its social cost in incapacity and delinquency. This cycle must be broken swiftly and at as many points as possible. 8/

Women of middle income families have a somewhat different situation. They may elect to work outside the home while their children are in school for economic reasons—for maintenance of a standard of living acceptable to them, and/or for the future education of their children, and/or to use their professional or business skills creatively. When these women choose to work,

the majority of them must find adequate supervision for their children, to feel that their work pattern is acceptable to themselves as well as to other members of the family and to their social group.

All women who work outside the home should know how to make use of the community's resources; to handle pressures; to manage time, energy, and money; and to manage change. Above all they need to know how to manage the dual responsibility of home and job.

Technology has made many jobs obsolete; therefore, we must move the classroom closer to the frontier of knowledge to prepare girls for today's world. In terms of statistics and projections, it is unrealistic to treat their future jobs as nothing more than stop-gaps or as insurance against spinsterhood, widowhood, or divorce. Whether a woman will be supporting herself or supporting her family (in whole or in part), we should recognize that some kind of work in addition to homemaking is becoming a part of the modern woman's life. Education, therefore, should prepare a woman to function successfully in the integrated role of an individual in the home, community, and society in general.

We believe that one of the greatest freedoms of the individual in a democratic society is the freedom to choose among different life patterns. Many girls are unaware of this freedom.

Except where a girl has exceptional insight, foresight and maturity, she has little perspective on what course her future life is likely to take. This situation is not unique to Berkeley, but reflects a vagueness and confusion shared by girls throughout our country. In older societies and in some simpler societies, a girl has a fairly accurate notion of what her life--and her role in it--is likely to be. In America, with our high degree of mobility (economic as well as geographic mobility), and with our lip service to "equal opportunity" for women, girls are educated like boys and are given the idea that they can do and be almost anything. Those who are especially gifted, academically, are given this feeling most strongly; and Berkeley, because of its own intellectual atmosphere, has a large number of such girls. Yet they share the problems faced by all women in their need for understanding of their feminine roles and responsibilities.

C. Needs of Young Women

In order to determine the needs of young women today, we asked the following questions:

1. What is the status of woman in society today?
2. How free are women to choose their life patterns?
3. For what are we educating our girls?
4. What do we know about the needs of adolescent girls?
5. Is the present curriculum meeting these needs?
6. Is it strengthening their decision making processes?
7. Does it challenge, prepare and reinforce the superior, the average and the slow or exceptional girl?
8. What is the school's responsibility in working with social problems, such as the rising incidence of illegitimate babies, V.D., and early marriage?
9. What is the quality and depth of our teaching of sex education?

D. Related Problems

1. The pressure for quick academic excellence
2. The education of girls for living and for employment
3. The conflict of women's several roles
4. Human relations in adequate and in overcrowded environment
5. The importance of health to women and to society
6. The lengthening life span of women and its implications
7. Home management in a woman's life
8. The lack of consumer information, including credit buying procedures, and knowledge of community resources
9. The increasing rate of family breakdown
10. The creative adjustment to change
11. The woman as wage earner and head of family
12. Child care and other family strengthening services

The Committee is aware that the needs and problems of women are deeply enmeshed with those of their families and the community. It is concerned that education which strengthens family life and enables women to make their full contributions as citizens will advance the general welfare of the community.

II. SOCIO-ECONOMIC ASPECTS OF THE COMMUNITY

A. Statement of Responsibility

The school is one of many societal forces upon which the community depends for its contribution towards the personal development of its members. Therefore, it cannot and should not assume full responsibility for such development, nor should it self-impose the total blame for failure of such development.

The school, rather, should accept its share of the responsibility, to the extent that it is able, to make a positive contribution to society through its recognition and development of the potential of each of its students regardless of the ethnic or socio-economic characteristics of its population.

In recognition of this challenge, however, school planners must become fully aware of the socio-economic range in the community. For it is only with this consideration that course content, teaching methods, teacher-pupil and counselor-pupil relationships can be meaningful and effective.

B. The Socio-Economic Range in School Population

Families are not alike in what they have been able to acquire in cultural content to transmit to their children. Neither are they alike in their competencies to pass along a rich heritage. Berkeley's school population includes a wide range of students whose family backgrounds reflect stability. This stability is reflected in its income, housing conditions, social status, and cultural standards. From this segment come girls generally with high levels of achievement, though, naturally, there are enormous individual differences in native ability and areas of interest. Family background and family attitudes also influence motivation and approach to academic work, interacting in each case with the girl's own personality. Many girls, for example, at the higher end of the socio-economic scale, especially where parents place high value on intellectual achievement, feel themselves under great pressure to excel in everything. Some react by losing all motivation, some by pushing themselves excessively--not so much for their own sake as for their parents' sake. This can aggravate an already aggravating question which concerns each girl (to a greater or less degree) at some point in her schooling: the question of what she is being educated for, and how academic achievement fits into the life pattern that is likely to be hers in the future.

There is an increasing number of students from Berkeley families whose background reflects family breakdown, inadequate incomes and housing, cultural disadvantages, and increasing incidence of crime and delinquency. They have lived only on the periphery of culture. From these homes generally come girls with low levels of motivation for achievement, though here, too, there are exceptional girls with the will to rise above their environment. If they are to do so, thus benefiting both themselves and society, their abilities and motivation must be recognized and fostered by teachers and counselors. Research in this field, moreover, indicates that among disadvantaged* children, it is of the utmost importance to reach them and help them at as early an age as possible.

In addition, woven into this wide range is the interracial element with its ethnic subcultures. The extent to which the school program is to be effective relates directly to its appreciation of these socio-economic factors and the manner in which this appreciation is reflected in the school curriculum.

The 1960 Census indicates that within seven census tracts in Berkeley is concentrated the highest rate of dependency. (Approximately 700 families receive financial assistance through the ANC program. Included are 1,857 children under 18, of whom approximately 50% are girls.) Dependency usually symptomizes more than just a financial problem within the family. The bulk of ANC families represent broken homes or one-parent families, which is an early symptom of family breakdown.

While Berkeley has experienced a slight decline in its total population, the proportion of non-whites has increased to 26.1% in 1960. The gain in non-white population is 66.4%. The population of the census tracts discussed above is predominantly non-white. Unemployment, dependency, lack of adequate housing, etc., are but a few of the more serious problems identified with non-white areas in the Berkeley community.

Further, it is noted that there has been a 20% increase in the under-18 segment of the city-wide population, and that Berkeley's non-white population under 18 more than doubled itself between 1950 and 1960.

C. Implications and Summary

The obvious conclusion here is that the planning and execution of a wide range of community services including the school, health, recreation, and welfare services, must be re-evaluated and a system of priorities established to meet the needs of all segments of Berkeley's population. A great deal more has to be done in presenting a total plan for "strengthening family life and at the same time encourage women to make their full contribution as citizens." The school, through its curriculum, counseling services, and its understanding and consideration of the make-up of its population, is an effective tool towards this accomplishment.

* Disadvantage is used in this report as describing a person or a segment of society apparently lacking in generally accepted standards of: 1) health, 2) economic well being, 3) emotional well being, 4) intellectually enriching experiences of the environment.

III. FINDINGS

The following sections sample the main findings of the Committee. The various studies and subcommittee reports, the bibliography and miscellany are found in the Appendixes and merit careful review.

We find that we can no longer think of the special education of girls only in terms of homemaking and sex education. We must move into broader concepts. Our evidence points to the need for a broad program of family life education. We define this as any and all school experiences deliberately and consciously used by teachers in helping students to develop their personalities to fullest capacities as present and future family members--those capacities which equip the individual to solve most constructively the problems unique to his family role.

Recent statistics from the State Department of Public Health show that in 1962 in California, 167 of the marriages among women were under age 15; 42,979 were in the age group 15-19; 35,031 in the age group 20-24; and 11,376 in the age group 25 and over. Among men, there were 16,518 marriages in the age group 15-19; 46,128 in the age group 20-24; and 19,460 in age group 25-29. This is an important clue to us that most of our marriages are occurring among our younger and less experienced people. In addition, these statistics show a decreasing age at the time of marriage and first pregnancy throughout the State. The maternal and infant illness and death statistics show that those mothers and infants who are most susceptible to illness, disability, and even death, are those where the mother received little or no care prior to the birth of her baby.

A. Need for Family Life Education

1. The young people themselves, as well as parents and the community, have given evidence of this need.
2. Alarming statistics in California concerning family breakdown force us to take a look at future planning in terms of family life. In Alameda County in 1962, there were 5,484 marriages and 2,596 divorces--almost half as many divorces as marriages.
3. We are all aware of what family breakdown does to the community as well as to the family.
4. Faced with the disturbing phenomena of soaring rates for early marriage, divorce, desertion, ~~prenatal~~ pregnancies, illegitimate births, and adolescent VD, we must look for preventive measures and to our educational system as an important source for implementing them.

5. The world is changing so rapidly that we do not know what conditions today's girls must face as tomorrow's women. We must provide school experiences that will help girls to accept changes and that will strengthen their decision-making processes.
6. The importance of providing for young girls opportunities to experience satisfying relationships with peers.
7. Girls need an atmosphere whereby they can discover their own answers to their immediate and long-range problems.
8. In an age of increasing conformity, young women need opportunities to develop creativity in whatever they do. Only as they know more about home management and interpersonal relationships can they prepare themselves to find interest instead of drudgery in housework, creativity instead of conformity in many aspects of home planning and in the development of relationships.
9. There will be an increasing number of girls marrying and becoming pregnant either prior to the completion of their high school education or soon after graduation.

In a review of information relative to the girls, either married or unmarried, who became pregnant during the 1961-62 school year (See Trudeau report in Appendix), the following facts became apparent:

- a. The majority of these girls were most eager for information on how to care for themselves and their expected babies. They were greatly interested in all phases of nutrition, food preparation, and ways of making and caring for clothing and household articles.
- b. These girls all felt in need of information that would help them assume the responsibilities of managing a home and caring for and raising a child.
- c. A large number of these girls had delayed obtaining their needed medical care because of fear, misinformation, and the failure to understand the importance of early prenatal care.

While these girls were a small number, some of the fears and needs they expressed were typical of every young woman about to face the responsibility of making a home and raising a family. If the current trend in younger age at time of marriage and starting a family continues, there is going to be increasing need to help girls to understand their multiple roles and to learn skills related to homemaking and child rearing.

TABLE I

BERKELEY POPULATION - FEMALE ONLY

Selected Ages - 1950 and 1960

Year	Race	Women's Age				Total	
		14	15	16 - 17	18 - 19	Ages 14 - 19	(Women) All Ages
1950	All Races	490	431	979	2127	4027	58,659
	White	400	334	804	1865	3403	49,916
	Non-White	90	97	175	262	624	8,743
1960	All Races	587	627	634	779	1481	58,174
	White	370	411	416	553	1245	43,164
	Non-White	217	216	218	226	236	15,010

TABLE II

BIRTHS TO BERKELEY RESIDENTS*
(Selected Ages)

Year	Race	Age of Mother						Total under 20	Total All Ages
		14	15	16	17	18	19		
1950	All races	1	3	6	20	37	48	115	2166
	White	-	1	3	13	25	32	74	1710
	Non-White	1	2	3	7	12	16	41	456
1951	All races	-	2	13	25	38	65	143	2254
	White	-	1	5	14	33	47	100	1748
	Non-White	-	1	8	11	5	18	43	486
1960	All races	1	6	13	21	33	57	131	1835
	White	-	2	1	7	15	39	64	1220
	Non-White	1	4	12	14	18	18	67	615
1961	All races	3	7	17	29	80	87	223	1824
	White	-	1	5	11	36	51	104	1021
	Non-White	3	6	12	18	44	36	119	803

* Statistics furnished by Berkeley Health Department. Compiled from
State Health Department IBM Cards.

10. "Widening the choices for women beyond their doorstep does not imply neglect of their education for responsibilities in the home. Modern family life is demanding, and most of the time and attention given to it come from women. At various stages, girls and women of all economic backgrounds should receive education in respect to physical and mental health, child care and development, human relations within the family."
11. The Texas Cooperative Youth Study (Hogg Foundation Report for Mental Health of the University of Texas*) shows the following needs:
 - a. Definite concern of youth for opportunity to study in school toward improved parenthood, happier marriages, and better home living.
 - b. Attitudes and interests indicated desire for increased opportunities to learn about family living roles regardless of subculture group membership.
 - c. Three-fourths of reporting students indicated that they believed that high school girls should "spend a lot of time in high school" in learning to take care of the home and family.
 - d. That boys should spend some time in high school homemaking classes in order to learn cooperative planning for family living.
 - e. Opportunities in classroom situations for boys and girls to discuss problems of personal and family life (Over one-half agreed on this.)
 - f. Education for family living in high school classes stands shoulder to shoulder with demands for education for scientific advance, technological competence, and dependable citizenship.
12. Berkeley girls, recognizing their need, are overcrowding available classes in Homemaking IV and Philosophy for Senior Girls. Over a 3-year period there has been a 300 per cent increase in the latter elective class.
13. Of all of the periods of life, early adulthood is the fullest of teachable moments and the emptiest of efforts to teach. It is a time of special sensitivity and unusual readiness of the person to learn. Early adulthood, the period from 18 to 30, usually contains marriage, the first full-time job, the first pregnancy, the first illness of children, the first experience of furnishing or buying or building a house, and the first venturing of the child off to school. If ever women are motivated to learn and learn quickly, it is at times such as these.

* (13,000 youth, sample of 9th-12th grades; 185 high schools)

B. Dropouts

The statistical picture on Dropouts is not definitive because of the variety of reasons for leaving school. Some of the most important ones are:

1. Juvenile Hall. Students committed to state or county institutions by the courts almost invariably re-enter a Berkeley school on their return. Schooling is compulsory in all institutions for girls.

2. Pregnant girls in Berkeley who drop out of school do so voluntarily. Any pregnant girl who wishes may attend school at McKinley Continuation High School until her doctor says she is physically unable to attend school. At this time she becomes "physically handicapped" and is entitled to receive home instruction until her doctor says she is again able to attend school.

During this same time period, it was noted by observation that the number of pregnancies was actually larger than had been reported on the transfers. Possibly the school people were reluctant to enter the true reason on the form in all cases.

3. Married students may attend either Berkeley High or McKinley Continuation High School. Hence, if they leave school these students are certainly dropouts.

4. Overage students must be classed as dropouts. They may be voluntary dropouts--students who have been kept in school until age 18 and who have then left school as quickly as possible. Others are involuntary dropouts--they have remained in school without serious purpose or unable to learn, and at age 18 the school has transferred them out.

5. Students exempted, excluded, expelled or suspended for the balance of the semester are dropouts in a sense. However, the cases of all such students, except those expelled, are reviewed by the persons responsible for the initial action which brought about the withdrawal of the student. In more than 90 per cent of the cases reviewed last September (1962), the student was re-admitted to school.

6. Home Responsibilities. This group is made up of seven married girls who left school because of pregnancy; because of baby-sitting problems; or because a husband moved. One girl dropped out because her mother was seriously ill.

As one might expect, the number of possible dropouts from grades ten through twelve (71) greatly exceeds that from grade nine (11).

TABLE III

Grade	9th Girls	10 - 12 Girls	Total
1. Juvenile Hall	5	7	12
2. Pregnant	4	14	18
3. Married	1	24	25
4. Overage	-	11	11
5. Exempted	1	7	8
6. Home Respon.	-	8	8
Totals	11	71	82

C. Conclusions and Implications of Willard Junior High School Questionnaire
Given to 233 Girls Enrolled in Homemaking Courses

Willard Junior High Questionnaire
March, 1964

All 8th grade girls; 1/2 of 9th grade

D- I - District 1 - (Level)

District 1 - Feeder Schools:

LeConte, Washington, Lincoln

D-II - District 2 - (Hills)

8th graders - 100

9th graders - 56

District 2 - Feeder Schools:

John Muir, Emerson

8th graders - 59

9th graders - 18

CONCLUSIONS

IMPLICATIONS

1. One of 6 homes in D-I has no mother in the home. Only 1 in 100 in D-II has no mother in the home.
2. Over 1/3 have no father in the home - D-I.
One in six has no father in the home - D-II.
3. Over 1/2 of mothers in D-I are employed full-time. 1/6 are employed in D-II but only half of these are employed full time.

Since 3/4 of children in D-I come from one-parent homes and 1/6 of children in D-II come from one-parent homes, do we stress the values implicit in two-parent homes?

Results of lack of father figure?
High divorce rate?
Unstable family life?

- | | |
|--|--|
| 4. Many D-I mothers are employed in tasks that may keep them away from home at meal times and/or at night. | Undoubtedly there is a greater variety of father and mother roles assumed by daughters in D-I homes than in D-II homes. |
| 5. Only 1 in 30 D-I homes employs housekeeping help. 1 in 3 D-II homes employs household help. | Increased responsibilities may be turned over to teen-age girls in these homes. |
| 6. 1 in 8 homes has other adults living in home- D-I.
1 in 5 homes has other adults living in home D-II. | Attitudes of daughters toward employee? |
| 7. Almost 1/3 of D-I homes have siblings under 6 years.
1/5 of D-II homes have siblings under 6. | Probably Negro homes have a more extended family; white homes have more roomers living in. |
| 8. 1 in 8 homes of D-I has <u>other</u> children under 6.
1 in 25 of D-II homes has <u>other</u> children under 6. | More meaningful methods for students to help with children in homes and neighborhood? |
| 9. Girls from D-I take more responsibility earlier; have more money to spend; twice as many do weekly family shopping alone; generally help more in kitchen; do more ironing and washing for selves; do more housekeeping and baby sitting for family; and assume greater responsibility in buying of clothes, as well as small items. | Earlier assumption of responsibility may be due to greater employment of mother, lack of father in home.

How many of the DECISIONS made in these areas are based on a rational choice? How much creativity and imagination is used in pursuing these "routine" tasks? |
| 10. Average earned by girl at home in D-I is 2.50 weekly.
Average earned by girl in D-II is 1.00 weekly. | |
| 11. Girls from D-I go out of home more frequently to earn money; 2/3 of them baby sit, while only 2/5 of girls in D-II go outside of home to baby sit. | |
| 12. Three times as many 9th graders from D-I elect Homemaking as do 9th graders from D-II. Total electing Homemaking in 9th grade is 50 per cent of class. | Does motivation come from youth or counselors? |

Again we see the impact of environmental forces on the lives of Willard girls--the one-parent family; the number of mothers at work outside the home, a number of whom are employed in tasks that may keep them away from home at mealtime and/or at night; girls assuming mother roles; the apparent urgency girls from D-I homes feel to earn money in comparison with D-II girls; the statistics on election of 9th Grade Homemaking on a comparative basis.

D. Academically Gifted Girls

Because of the Committee's interest in how well the courses of study at the secondary level meet the special needs of all Berkeley girls, it was pleased also to include such study as it could, within the framework of time, of Dr. Maisel's request to give some special attention to academically gifted girls.

Concerning the field of mathematics, Dr. M. Ostrofsky, Director of Mathematical Sciences at the Westinghouse Electrical Corporation, has stated that there is no evidence that women have lesser talents in mathematics than do men. Moreover, there is little or no prejudice against employing them in the field of mathematics. Except for one thing: their most creative period (20-40 years) coincides with their most procreative.^{10/} (Productive work, as distinct from creative work, undoubtedly stretches over a longer period.) This factor often militates against the recruitment of large numbers of women both in science and mathematics.

Opportunities for women mathematicians in industry are unlimited at the present time. With a baccalaureate degree and an acceptable record in mathematics, a young woman graduate usually may choose her job from a large number of offers, according to Dr. Ostrofsky.

A recent survey conducted by the Bureau of Labor for the National Science Foundation, and reported under the title Employment of Mathematicians in Industry and Government, shows that under the age of 25, 40 per cent of the mathematicians in industry and government are women. Between 25 and 30, this percentage drops to 16 per cent. It continues to decrease up to the age group of 35 to 40. Then it comes up again and levels off to 13 to 14 per cent. Overall about 1 in 7 persons so employed is a woman. Many of these women are working at jobs in programming and coding for digital computers. (Such jobs are available to people only with baccalaureate degrees.) ^{11/}

The above figures indicate that even bright girl mathematics majors follow the typical pattern--education, marriage, time at home to have and care for children, return to employment--of the majority of women.

Dr. Virginia Senders, Staff Associate at the New England Board of Higher Education,^{12/} points out that the training given to girls in their early childhood, with its emphasis on conformity and approval as opposed

to aggressiveness and mastery, fails to develop the achievement motive to the extent that it is in boys. Moreover, American colleges, particularly coeducational ones, often fail to provide role models for future female scientists. This is not the case in secondary schools. We are pleased to report that the Junior High School level approximately one-half of our science and mathematics teachers are women, and at the Senior High School level, 1 in 4.

The Science Fair and the Excellence of Youth programs have served to stimulate the creative participation of many superior girls in Berkeley, and the Committee believes such activities serve most useful purposes in providing opportunities for girls to undertake independent endeavors. We believe that academically superior girls need to be motivated to develop their true potentials and to expect to continue to use them for their own satisfactions and for the benefit of society.

With the completion of the Lawrence Hall of Science on the University of California campus in Berkeley, the District's Supervisor of Science proposed to inaugurate a broad program of enrichment for gifted Secondary girls with interests in science.

Current proposals include transporting superior girls (and boys) from East Bay schools to the Lawrence Hall of Science for courses in biology, chemistry, and physics to be taken in lieu of High School science courses, plus courses in mathematics, electronics, metal and wood work (all oriented to science developments and laboratory techniques), such work to be carried on during the school year.

Another program will involve more able girls (and boys) from several schools. It will bring them to the Lawrence Hall of Science one day or part of a day every other week for special work with one teacher from each school. On the alternate weeks this teacher would work with these students in his own school during the regular school term.

E. Willard Junior High School Gifted Girls

March, 1964

D-I- District 1- (Level)

D-II- District 2- (Hills)

Information from C. O. Burke,
Head Counselor

District 1 - Feeder Schools: Le Conte,
Washington, Lincoln, Longfellow

District 2 - Feeder Schools:
John Muir, Emerson

Committee Questions

Answers

1. How many academically gifted girls are enrolled in Willard?

Defined as academically gifted if in top 10% of all students according to Henmon-Nelson 7th Grade test with a score of 120 or above. 8th and 9th Grade girls are considered as the top 10% of students if they scored on School and College Ability test form 4A with a converted score of 287 or above.
Total - 87.

2. What elementary schools did these girls attend?

Le Conte -	12	Emerson -	17
Washington -	7	John Muir -	29
Lincoln -	1		
Longfellow -	6		

- 3,4. What enrichment opportunities are offered these girls?

Provided for in two ways for boys as well as girls:

1) By course content as they are ability-grouped; all of above-mentioned girls are in first two groups;
2) By elective courses. Such courses not limited to so-called gifted. Courses that may be taken are: Spanish, Librarianship, orchestra, band, and girls glee.

Of 27 girls in 7th Grade that are classed as intellectually gifted, 16 are taking Spanish. (Other language opportunities not available until 8th Grade level.)

Ten of these 27 girls are also in one of the musical electives.

Additionally, a total of 39 girls from the total of 87 are in Librarianship program, combining Grades 7, 8, and 9.

Of 37 girls in 8th Grade that are classed as intellectually gifted, 33 are currently enrolled in foreign language.

Eighteen of these 37 girls are also enrolled in one of the music courses.

Of 23 girls in 9th grade that are classed as intellectually gifted, 22 are currently enrolled in foreign language, and all 23 are enrolled in Algebra.

Additionally, 13 are enrolled in music program.

5. What proportion of gifted girls are failing to take courses commensurate with their I.Q.'s and levels of achievement?

Relatively few. At 7th grade level, girls are not encouraged to over-program during first year at Junior High. Four solids or academic subjects required. Spanish would be the elective, if taken.

At 8th grade level, required subjects are English, Arithmetic, and History-Civics. All but four are taking foreign language, and these from out-of-district and late enrollees.

At 9th grade level, all but one taking foreign language; late enrollee. All taking Algebra.

6. Do counselors suggest five solids to all gifted girls?

In addition to English, History-Geography, foreign language, and Algebra, there is only one additional subject offered that would generally be termed a solid and that is Life Science. Only girls with genuine interest in science would be encouraged to take this course. For all others, counselors would encourage an elective choice within general interest area. (Field of art, business education, drama, homemaking, librarianship, music.)

7. Is there any special policy regarding the counseling of gifted girls in terms of opportunities open to women in such fields as science, medicine, and law?

Difficult to answer. Counseling with all is done in relation to demonstrated abilities, both through standardized tests and through actual prior performance in various subject areas. All are encouraged to seek further educational opportunities within elective subjects.

8. Do you contemplate any changes in counseling practices to more adequately insure that the full potential of the gifted girl is achieved in later life?

Exploration of interests now in effect. Additional information constantly coming to staff about opportunities for girls in expanding economy. These are particularly in the fields of mathematics, medicine, law, science, various types of professional jobs in homemaking, teaching, and in business.

9. Is there a policy regarding counseling of gifted girls into elective Homemaking courses?

An excellent course as offered at Willard and would be recommended as highly as any of the other electives at 9th grade level.

At 9th grade level material is given to all students regarding electives and choices. Information is taken home so parent and student may read what the electives are, the content of courses, and indicate on program sheet the choices that parent and student have determined. Prior to time this material is sent home, an individual conference is held with each student to determine her relative strengths and weaknesses in relation particularly to the language arts and mathematics.

Counseling is also given to encourage students at least to explore some of elective areas in which they have not had prior experience.

Where elective choices made by parents and student indicate that perhaps consideration might be given to some other subject area, additional counseling between parent, student, and counselor is arranged prior to finalizing of program for ensuing year.

F. The Homemaking Program in Berkeley

The Homemaking curriculum has been divided for many years into seven major areas, namely:

1. Family and Social Relationships
2. Child Development
3. Home Management
4. Family Economics
5. Foods and Nutrition
6. Clothing and Textiles
7. Housing and Home Furnishing

In the main, courses in Homemaking are numbered, not descriptively titled. (They should be titled.)

According to the Homemaking course of study, principles are stressed, course work is keyed to the living needs of today, and skills are presented as a means to ends, and class work represents most homemaking subject areas. At least, this is its presentation on paper. Actually the Committee felt that the Homemaking program here, as elsewhere, often lags behind the real (and stated) needs of the girls in this era of rapid change.

Consistently we have noted that current State and National trends in Homemaking Education stress broad connotation of subject matter and emphasize: the importance of basic processes (such as decision making, management of change, et cetera) to help girls meet present and future needs; the family as a consumer, rather than a producer of services; the importance of home management (including Economics); understanding the self and others.

Sampling of Classroom Observations:

Junior High - 8th Grade

1. Homemaking classes are often established on the basis of tracks.

- a. This has the advantage of individualizing work on basis of ability and interest.

This was particularly evident in one 8th Grade class in Foods, in which, in a completely integrated class, the goals seemed well defined, facilities adequate, and the teacher-pupil relationship excellent.

2. In contrast, in another 8th Grade class on the particular day of visit, two sections were combined for presentation of a film. Physical facilities were such that the observer doubted that all girls could view the film, and later discussion of it could not be heard except by girls sitting near the front of the room. Here girls were divided into working groups and labeled "ham bones" and "crabapples," designations which the girls disliked.

3. In another school, one Homemaking teacher questioned the amount of cooking information and knowledge retained by 8th Grade girls; she believed that equivalent time spent by older girls would have more lasting value for them.
4. Food classes given in the one multi-purpose room in our Junior High school system pointed up the need of reworking the floor plan for maximum use of materials and the further need to improve the appearance of the room (furniture in dire need of refinishing-- a poor example of aesthetic value. The observer wondered if its refinishing might not have been an interesting project for the girls and a demonstration in improving what is available for use.)
5. In one instance an observer felt that presentation of 8th Grade material seemed to be uninspired and indicated need of greater teacher motivation. This reaction to the teacher's presentation was in a class in which the teacher reported that although most of her students come from advantaged homes, the girls know very little about cooking--many did not know the difference between a broiler and general oven, et cetera, when they entered the class. Interest was modest.

9th Grade

1. Elective sewing and foods classes appear to be stimulating. There is no problem as to motivation, and girls seem to develop good rapport among their peers and with teachers. Girls choose their own projects in sewing, and are given individual assistance as requested.

However, neither girls nor teachers are interested merely in repeating 8th Grade subject matter. Revamping of the course with new material and the use of a variety of methods might strengthen this.

2. In another combined class, the teacher attempted to complete the foods and clothing requirements as quickly as possible so that she could move into the broader basis of the girls' interests-- discussing their problems and interests. Both teacher and girls seemed satisfied with this arrangement.
3. In another class, in which there were two pregnant girls, the discussion centered on pre-natal and post-natal exercise. The girls seemed interested in the teacher's presentation but showed little inclination to discuss it. Perhaps they were shy in expressing their reactions with an observer present.

Senior High School

1. The Homemaking classes here are varied in emphasis, with skills, vocational orientation and the attitudes of girls toward a variety of subjects being considered.
2. Homemaking IV continues to be a popular elective. In fact, both sections are so large that the teacher feels there is little opportunity to use informal seminar methods, which she believes to be an important technique in stimulating the building of sound attitudes. The Committee concurs. A few Committee members felt very strongly against the inclusion of the short unit on Mate Selection, believing it to be an inappropriate approach to such an important relationship.
3. The style show of the Clothing Construction class was visited and enjoyed. The girls had completed a variety of garments and modeled them attractively. Even the parents were interested in their accomplishments, for there were a number present--at 8 a.m., with two Negro boys greeting guests upon their arrival.

Summary:

Berkeley offers a variety of Homemaking courses. Many of the needs of girls, as established by the Committee, are being met, at least to some degree, by these courses. Of course, spot-visiting, such as has been done by the Committee members, makes it impossible to evaluate in depth what has been observed. It was impossible to observe the day-to-day attitudes of teacher to student, of student to teacher, the amount of communication established, the content mastered.

However, from these visits, from interviews with teachers and students, and from review of course content here and elsewhere, the Committee offers the following evaluation:

1. Teachers in general are aware of the socio-economic background and the abilities of the girls in their classes and gear their presentations accordingly. (In one Junior High School a teacher reported that there is not enough money in the budget to have a selection of blouses so that the girls may visualize her discussions of comparative buying and values; yet many of her students have limited money available for clothing selection or construction, and the learning of quality would be most important.)
 - a. It is particularly important in a subject area such as Homemaking that teachers be aware of socio-economic variations within a class and meet these differences on an individual basis as well as through group discussions.
 - b. Teacher education on ways of doing this most effectively would be most helpful. Regularly scheduled meetings of Homemaking teachers at a specified time to exchange ideas and to allow group interaction would be an important first step in upgrading the program, in the opinion of some Committee members.

2. Observation of young children, as provided in some Homemaking classes, followed by discussion, is an excellent way to help girls learn about human growth and development. It is to be hoped that this can be expanded so that all girls may have such opportunities.
3. Too often there appeared to be a disproportionate emphasis on the acquisition of skills, and insufficient emphasis on attitudes and how they are developed.

IV. IMPLICATIONS OF FINDINGS

1. Although there is a substantial body of reliable information on the characteristics, needs, and interests of girls at different ages, some of this has not been incorporated in depth in the Homemaking program, as we observed it.
2. Much is known about valuable techniques for reaching attitudes and affecting behavior. Group discussions, seminars, observations, role playing, and case studies have been found to be effective methods of stimulating learning. We observed the use of much lecture technique, which is fine to give factual information but of limited worth where attitudes and behavior are concerned. Observations of young children, laboratory, judging, and method demonstration are used to some extent in Homemaking classes in Berkeley, but much more use could be made of dynamic learning techniques.
3. The Committee believes that in the Homemaking courses, as in other areas of subject matter, there is a high degree of fragmentation; a lack of communication between various subject matter groups, between supervisors and between supervisors and principals. This may be due, in part, to heavy schedules or inadequate job analyses and descriptions. Whatever the causes, the Committee believes that fragmented learning could be reduced by closer working relationships at all levels.
4. Since research shows that children who come from limited backgrounds are handicapped in learning, a dynamic program to reach their parents (using imaginative approaches) would materially help the children and at the same time strengthen the family.
5. Girls who drop out of school may do so because they must assume responsibilities beyond their years either in the homes from which they come or in homes of their own. School-age mothers who drop out because of pregnancy are an extreme case of those for whom special instruction is necessary for both the present and the future.

6. The Willard Survey indicates that many 8th and 9th Grade girls take more responsibility earlier than had been realized. Because they shop for the family's food and clothing, care for brothers and sisters, and assume parental responsibilities in the absence of their mothers, a broad Homemaking course should be given at the Junior High School level. This should include emphasis on immediate needs--including self-understanding, the care of young children, nutrition, and homemaking skills.
7. Able girls need to have learning situations which challenge their abilities and allow them to explore expanding opportunities for their own fulfillment--present and future--and for the benefit of society.
8. Whatever a girl's mental ability may be, she should have some educational focus on self-understanding, life's inevitabilities, home management, and interpersonal relationships.
9. Homemaking education should be broadened into Family Life Education and should be taught so that girls understand the multiple roles of women in today's changing world, and the social and economic responsibilities involved in establishing a home. In other school systems required courses are increasingly being given at 12th Grade level, and in many cases are given for boys and girls together so that there may be an exchange of interests and concerns.

V. RECOMMENDATIONS

After careful review of the problems, solicitation of information from various experts, administrators, counselors, teachers, parents and youth, the Committee has decided to make its recommendations within the framework of two concepts of education, namely, that:

1. Education can and does play a significant role in modifying and reshaping the culture in which it functions.
2. Education must help the individual girl to develop all her potential as an individual. Freedom of choice, independence, the right to self-discovery, physical and emotional development, and creativity are all incorporated in this concept which deals with the whole girl.

A. General Recommendations

1. Because the family's stability is threatened in our changing society, the Committee recommends that the Board give immediate attention to the adoption of a policy that would focus on family living concepts, to be integrated from kindergarten through Grade 12 and on into parent education.
2. The Committee further recommends the integration of family living concepts with science, art, health education, and social science at all levels with appropriate in-service education for all staff involved.
3. The Committee recommends that the Board change the requirement of the Homemaking course from the 8th Grade to a two-semester course to be given either in the 11th or 12th Grade. The course shall be given a title which describes its content. It shall be required of girls with appropriate sections open to boys.
 - a. With state and college entrance requirements increasingly eliminating electives for college-bound students, the Committee further recommends that the appropriate departments explore ways of making content and title acceptable for required credit.
4. The Committee recommends that administrators, supervisors, counselors, and teachers who have responsibilities for the special education of girls review goals and content of Homemaking courses to make certain that they include experiences closely related to girls' unique needs and roles.

B. Specific Recommendations

Administration

1. The Committee recommends that staff at all levels make Family Life Education a focus of study in order to give it its proper emphasis throughout all grades.
2. The Committee recommends that subject matter be integrated and coordinated under the direction of the proper administrators, supervisors and counselors, with provision for periodic evaluation of the program.
3. The Committee recommends a review of all pertinent job analyses to insure frequent communication and effective program building between principals and supervisors.
4. Consideration should be given to more realistic time modules, such as varying time periods. (Short periods might be used if girls were working on meal planning, with longer periods following for actual meal preparation.)

Elementary Level

5. Kindergarten through 6th Grade should have family living concepts integrated throughout, using reading materials, classroom projects, and the experiences of the children to accomplish this.
 - a. The Committee recommends that sex education be taught as an integral part of self-understanding, not as an isolated subject.
 - b. Wherever possible the classroom teacher should teach sex education, as it gives the presentation a different emphasis when a specialist makes the presentation.

Secondary Level

6. Eighth and 9th Grade elective courses should include both learning skills (cooking, sewing, home management, child care) and discussions of the problems faced by this age group in growing up (preferably in small groups).
 - a. The Committee recognizes the value of observation of young children by girls of this age level, and recommends that opportunities for observations be provided in all Junior High schools.
7. The 10th Grade course as offered meets many of the needs of young adolescent girls. It is suggested that a name more descriptive than Homemaking I and II is needed.

8. It is recommended that a comprehensive two-semester required course be offered either in the 11th or 12th Grade. This course should be required of all girls, with certain sections open to boys. This required course should include units on:

Understanding Ourselves and Others (Peers and Parents)
Social Relationships During the Teen Years
Looking Toward A Career and Marriage--What to Expect and
What Not to Expect
The establishment of a Home
Family Finance--Management of Skills (including the budgeting
of time, energy, and money), Consumer knowledge (including
purchasing on time, quality buying, how to get the most for
your dollar, et cetera)
Family Protection-- Health, Nutrition, Medical Care, Insurance,
et cetera
Parenthood and Guidance of Children in the Family
Appreciation of Values in Different Family Structures
and Cultures
The Community--Resources, including information and use
Our Responsibility to the Community

Note: The course should also include much of the listed content of what is now Homemaking III and IV.

The Committee is aware of the experimental course offering in Sociology titled The Development of Man, which touches on some of the same subject areas. Therefore, we recommend that in developing a curriculum for this required course in Family Living, the Homemaking staff consult with the History staff in order to coordinate these offerings.

9. Courses listed E through J of the Homemaking Program were felt to be well titled and most valuable. It was further felt that they are necessary to meet the needs of students desiring advanced work, and useful as vocational training.

10. The Committee recommends that the course "Philosophy for Senior Girls" be offered as an elective in the 12th Grade. This course should be offered with the establishment of an on-going Advisory Committee for securing of speakers. All teachers taking sections be required to take a course on working with small groups. Hopefully the teacher of this training course would be provided by the Berkeley Mental Health Service. There is also the need of a coordinator to work with the section teachers.
 - a. This course should also be continued as a Summer Session Elective.

Counselors

11. The Committee recommends that counselors should be prepared to help all girls meet their special educational problems.
 - a. Counselors must recognize the needs of the individual girl and counsel her into courses best adapted to her needs.
 - b. In-service programs must be offered so that counselors may become fully aware of current course(s) content in Family Life Education.
 - c. The Committee recommends that there be some women counselors in each secondary school.

Guidance

12. Since this Committee believes that early identification and treatment of emotional problems are of great importance, it recommends that emphasis be placed on increasing the guidance services at the elementary level.

Pregnant Girls

13. Because of the probable increase in teen-age pregnancies, the Committee recommends that the Board review the kind of Guidance and Counseling that is given to pregnant girls, being sure that it involves no punitive overtones and does provide continuing opportunities for counseling throughout this period.

Adult

16. The Committee recommends that adult Family Life Education courses be implemented for specific target groups. (Young Marrieds, parents of all age groups, educationally and/or economically handicapped, et cetera.)

- a. That courses and necessary services also be implemented which would assist parents in self-understanding, value systems, human relations, and career exploration for future years.
- b. That the District should provide more dynamic leadership in the development of an expanded program to meet present needs--including Parent-Nursery Schools and Child Care Centers--working with appropriate agencies and P.T.A.
- c. That the District discuss with the California State Department of Education A.D.A. on specialized services, such as the Home Management program, to determine if this may be approved.

VI. IMPLEMENTATION

The Committee is convinced that the Board should give highest priority to:

- A. The inclusion of the concept of Family Life Education throughout the curriculum from Kindergarten through 12th Grade.
- B. The dropping of the 8th Grade Homemaking requirement and authorizing in its place a two-semester required course (Recommendation Number 8) to be given either in the 11th or 12th Grade.

We, therefore, respectfully recommend that:

1. The Homemaking program hereafter be known as Family Life Education and be developed in terms of the broad concepts such terminology implies, with the cooperation of the Science, Art, and History departments to provide a continuum in Family Life Education from Kindergarten through 12th Grade and on into Adult Education.
2. The Homemaking Department be advised to re-define its goals in terms of this terminology and to establish priorities in line with our Recommendation Number 8, to be put into effect by September, 1964.
3. An immediate review be made of the details necessary to implement the other recommendations.
4. Outside funds be sought from such sources as the Rockefeller Brothers Fund, the Rosenberg Fund, and other appropriate Foundations and Federal and State Governments, such as The George Barden Funds, for the purpose of obtaining monies for in-service orientation and education in Family Living for staff at all levels; to defray cost of special experimental programs; and for grants-in-aid for teachers for special programs and/or study of curriculum development.
5. Community meetings, jointly sponsored by the District and socially oriented agencies, such as the YWCA, the Council of Social Planning, and the Council of Churches, be held to interpret to the community the significance of the proposed recommendations.
6. An Advisory Committee be appointed by the Board, to include interested citizens, school personnel, and senior High School girls to assist in the development and continuing evaluation of a flexible and integrated curriculum in Family Living Education.
7. The Committee would welcome an opportunity to discuss its findings and recommendations with the Homemaking Staff.
8. If time could be arranged, the Committee would also be pleased to discuss its findings and recommendations with the Counseling Staff.

VII - COMMITTEE PROCEDURE

PROCEDURE

The work of the Committee was divided into five separate but inter-dependent activities.

1. Personal Preparation

The supervisor of Homemaking made available to each Committee member materials which could be obtained in sufficient quantity; collected and made available for circulation a great variety of curriculum materials from other cities and states; and members acquired some material for themselves.

2. Committee Meetings

The entire Committee met twelve times to discuss the charge, to hear presentations from various persons competent to discuss phases of the study, and to determine conclusions. These meetings were two to seven hours in length and consisted of presentations and discussions. Summaries of these meetings are contained in the Committee's minutes.

3. Presentations

The following persons made presentations to the Committee:

Mrs. Esmer Clark, Director of Secondary Education

"Curriculum Development"

Mr. Milton Loney, Coordinator of Counseling

"Counseling and Requirements"

Mrs. Hilda Krech, Committee member and author

"Status of Women"

Rev. Neil Bartley, Associate Minister, First Congregational Church

"In-City Problems"

Mrs. Jane Mills, Regional Supervisor, State Department of Education, Bureau of Homemaking Education

"Homemaking Trends."

Mrs. Barbara Gleason, Assistant Supervisor of Homemaking

"Areas of Need and Reinforcement in Family Life Education"

Mrs. Jeanne Palmer, Supervisor of Art

"Creativity and How to Foster it in Young People"

Mr. Robert Rice, Supervisor of Mathematics and Science

"New Trends in the Teaching of Science"

Mr. A. B. Campbell, Assistant Superintendent in Charge of Certified Personnel and Special School Services

"An Integrated Family Living Program"

Mr. Emery Curtice, Principal, Berkeley High School
"Meeting Girls Needs"

Mr. James Pendleton, Chairman, English Department, Berkeley High School
"English at Berkeley High School"

Mrs. Helen M. Cassidy, Counselor and Teacher of Home Economics
"Homemaking IV"

Mrs. Barbara Bell, Committee member and Housing Assistant, Office of Urban Renewal, Berkeley City Hall
"Socio-Economic Aspects of the Community"

Mary Trudeau, M.D., Assistant Director, Pupil and Personnel Health and Welfare Services, Berkeley Public Schools
"The Pregnancy Study"

Arthur Roth, M.D., author
"Educating Girls for Womanhood"

Mr. Leo Iodice, Executive Director, Family Service of Berkeley
"Family Needs"

The Committee also heard reports from conferences which the Chairman held with the following persons:

Mrs. Fern DeSoto, Interim Director of Elementary Education

Mr. C. Edward Pedersen, Principal, Berkeley Evening School

Mr. Milton Loney

Mrs. Pearl White, Dean of Girls, Garfield Junior High School

Mrs. Mary K. Stiles, Teacher of Homemaking, Willard Junior High

Dr. Alan Foord, Pupil and Personnel Health and Welfare Services Director

Mr. James Berry, Supervisor of Health Education and Physical Education

4. Visits to Homemaking Classes

To gather further information about the teaching of Homemaking, all members of the Committee visited some Homemaking classes in Berkeley or in Bay area cities, including San Mateo, San Francisco and Oakland. These reports are included in the Appendix.

5. Subcommittees

Members volunteered to serve on various subcommittees to do such research as was necessary and to draft sections of the report. These subcommittees met as necessary. Membership was as follows:

Statement of Philosophy - Mrs. Plainfield, Chairman, Mrs. Lynch
Socio-Economic Aspects of the Community - Mrs. Bell, Chairman,
Mrs. Krech

Need for Family Life Education - Mrs. Ross, Chairman, Mrs. Eliooff,
Mrs. Popenuck

Recommendations - Mrs. Parcels, Chairman, Miss Cooley,
Mrs. Hornibrook, Mrs. Johnston, Mrs. Lawrence.

APPENDIX A

LONG BEACH UNIFIED SCHOOL DISTRICT

The one-semester Homemaking requirement for all senior girls was challenged three years ago--after much study it was opened to juniors as well as seniors to permit programming flexibility.

Their statistics show that academically talented students can and do find time for homemaking courses providing they are challenged and inspired by them.

"We feel that much of the success of our program arises from the fact that we do reach all of the girls at a time when they are MATURE ENOUGH TO SEE VALUE IN THE SUBJECT AREAS OF HOME ECONOMICS."

Their general program throughout junior and senior high is similar to Berkeley--many electives, skills in cooking and sewing at 8th grade level, etc. The SENIOR HOMEMAKING COURSE covers the areas of child development and family relations, nutrition, management and home furnishings. The second semester is an elective covering clothing selection and construction, food preparation and consumer education.

SENIOR HOMEMAKING COURSE: 1 semester, non laboratory - classes basically ungrouped.

- Units:
- A. You and Your Future - most important one - help to understand the "changing roles of men and women and appreciate the special contribution which they can and must make to themselves, their family and community."
 - B. Child growth and development
 - C. Nutritional needs of the family
 - D. Home planning and furnishing
 - E. Management of time, energy and money
 - F. Home projects

They make "extensive use of community resources, outside speakers, have students investigate beginning salaries, housing costs, etc., and become familiar with community resources."

Personally, I feel that this is nearly an ideal type of course for Berkeley and hope that Mrs. Larson or someone in the system has had an opportunity to visit Long Beach and look into their materials, curricula, etc. intensively. It sounds as though they had been successful with this sort of course--it is a bit more of a lecture course than Senior Philosophy--seems to cover more ground than our Homemaking IV, but in general touches on most of the ideas that our discussion has put forth as important for girls to have.

Reported by Mrs. Johnston

LONG BEACH UNIFIED SCHOOL DISTRICT
Office of the Supervisor of Homemaking Education

SENIOR HOMEMAKING B - Course Outline

Unit

- I. You and Your Future 2-3 Weeks
- The changing role of women in present-day society.
The responsibility of the young woman for:
continuing her own personal development,
contributing to the happiness of her present family,
gaining skills necessary for establishing a happy home of her own,
providing for the happiness and welfare of her future husband
and children,
making a worthwhile contribution to the community.
Homemaking as a profession.
Problems of the working wife or mother.
- II. Child Growth and Development 4-6 Weeks
- Pregnancy and childbirth - a normal process
Physical and emotional needs of children
How children learn
Patterns of behavior and physical growth characteristics of
children of different ages
Techniques of effective child guidance
- III. Nutritional Needs of the Family 3-4 Weeks
- Evidences of good nutrition and malnutrition
Functions and sources of essential food nutrients
Need for proper storage and preparation of food to
retain maximum food value
Planning appetizing and nutritious family meals
Getting the most for your food dollar
- IV. Home Planning and Furnishing 3-4 Weeks
- Planning for the needs of various family members
Criteria for judging the desirability of a home or apartment
Evaluation of floor plans
The use and effect of color in the home
Furniture design, selection, and arrangement
Wise spending of the family housing budget
Furnishing and equipping the first home or apartment at minimum cost
- V. Management of Time, Energy and Money 3-4 Weeks
- Planning individual time schedules to meet personal goals
Planning the wise use of present income or allowance
Achieving family goals through the planned use of all family resources
Simplified procedures and techniques for doing household tasks
Planning the use of money for the young married couple
Special home management problems of the working couple
- VI. Home Projects 1 Week
- Special home projects are planned and carried out by the student in
cooperation with the parents and under the supervision of the teacher.

OAKLAND - Three Classes Visited at Castlemont High School

Impressed by two observations: the pleasant and orderly behavior of the students passing through the halls between classes, although there were no monitors, and the excellent teaching demonstrated by Mrs. Blum. Each of the three classes in Home Economics had about 24 students; each contained a wide spread of abilities; and about one-third of each class was made up of boys.

"Preparation for Marriage" is an elective course, without prerequisites, offered to seniors. The students were doing work on individual reports, and the teacher showed real sensitivity and skill in anticipating the students' needs. There was a great deal of resource material in the room, many pamphlets from various sources, and the students were allowed to leave class to go to the library for material. The students in Homemaking IV (foods) made preparations for a turkey dinner for thirty people, small groups working on various aspects of it, and they completed their work within one hour. The class was well organized and orderly.

The 11th Grade sewing course is an elective, and the students were engaged in the kind of work suited to their various capabilities. The teacher taught the efficient, quick and easy "tricks of the trade."

Summarized by: Mrs. Lawrence
Mrs. Parcels

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Home Economics Department

Abstracted from a Talk given by Em Riggs, Program
Specialist to CASSA Curriculum Subcommittee on
Applied Arts January 11, 1964

In 1963 five Home Economics teachers were selected to form an Advisory Committee for the purpose of studying the local program, with the later formation of an Interest Committee for the purpose of understanding Home Economics.

All problems, all plans and all changes have meaning in terms of people. How do we live? What do we think? How do we act? How do we manage our lives? How do we get along in life? These questions were asked by the Advisory Committee.

With this as a frame of reference, the Interest Committee studied the need for action to meet the demands of this technological age. Some of its conclusions were:

1. Educators must gear courses to meet the dynamic changes of our time. For example, with the population pressure we should be concerned about human relations in an overcrowded environment in our expanding world and we should be concerned about positive health, which is a great unifying force of bringing nations together.

2. Management, and the part it plays in one's life, must be stressed. We need to look at the professions to see where they could use beginning level technical assistance. We must avoid training girls for jobs rather than educating them for employment and living. With almost half of our United States marriages involving teen-agers, we must consider that when a girl leaves high school she has scarcely had the chance to find herself as a person before she faces the complex role of managing her own life or living in a married relationship. Purdue University's opinion poll indicates that youngsters know little about this century's advances in child raising. We must help youth to understand the growth and development of the young.

The Advisory Committee surveyed existing facts pertinent to family living and used them as implications for school planning.

Educational Status

- From kindergarten through high school we provide virtually the same academic education for boys and girls. After high school, however, the situation changes. Although higher education is generally available to both sexes, fewer women than men go to college.
- A recent Bureau of Labor Statistics survey showed that 41 per cent of the girls and 56 per cent of the boys who graduated from high school in June, 1961, were college students the following year.

- Mr. Eddy, President of Chatham College, said that in educating women we must first determine how their education will be used, (1) educating for a career, (2) educating for an interrupted or postponed career, and (3) that of educating women who simply want to be intelligent and perceptive wives, mothers, and citizens.

IMPLICATIONS

Since men and women have different life patterns, shouldn't we consider some different educational approaches and experiences for them? Counselors must make their recommendations in terms of the multiple role of a woman's life. We cannot build a curriculum that offers fragments of knowledge. We have to build it on what is worth knowing, then motivate students to continue to want to learn.

The Consumer

- In 1959, the teen-agers spent ten billion dollars for goods and services not supplied by their families.
- The average family income in dollars has almost doubled since the end of World War II... the cost of living has wiped out only two-fifths of that dollar increase.
- 8,000 new foods on the market today did not exist 10 years ago.
1,500 more new food products will be on the shelves by 1970.

IMPLICATIONS

Since individuals and families become home-grown capitalists, we need to emphasize the skill of spending and learning to act responsibly as economic citizens.

Sacramento concluded that its existing program had too little flexibility. Furthermore, an imbalance was in effect between the number of opportunities the students have for making choices among subjects and the practices prevailing in a modern technological society. It set about to formulate a new program in Home Economics based upon present needs and conditions.

The New Home Economics

1. There are no prerequisites.
Each course is offered as something worth knowing--if it is within the interests, needs, and abilities of the person--and is intended to be a part of a continuing education rather than being a package of knowledge.
2. For easier selection by the student, the related courses are grouped.
3. With a rapidly changing occupational structure the plan provides, in addition to the basic framework, courses which are to be established, modified, and discontinued rapidly enough to meet society's needs.
4. The plan provides for ALL students at all levels a continuing education about the social organization, the family.
5. The plan demands the development of resource centers.
6. The plan requires pre-service and/or in-service education.

Alma Payne

SAN FRANCISCO - VISITING HOMEMAKER PROGRAM

(Home Management Advisory Service)

In San Francisco a pilot program has been jointly developed by the Homemaking Department of the public schools and the ~~Housing Authority~~ ^{Redevelopment Agency} of the city to prepare families that are to be relocated. This visiting teacher, a young woman with a Master's Degree in Home Economics, has been very skillful in developing warm relationships with women in their homes. On a very informal basis, she helps them in whatever areas they need and request help, whether it is with planning and preparation of economical meals with variety and interest, the renovation of furniture, or how to work with the limited equipment they have. The Redevelopment Agency employs this worker, but there is much interest among other agencies and the Adult Education Division of the schools to see if this kind of help is acceptable.

Skills are almost non-existent among many of the homemakers served. Most of them have had 7th and 8th grade Homemaking, but there was little or no interest in learning something for the future. They did not relate what they learned in Junior High to their lives as adult homemakers.

There is a plan for building a model but realistic neighborhood kitchen in connection with this service. However, it is recognized that often mothers are unable or unwilling to leave their homes to participate in a "center," while door-to-door visits reach these people. ADA is available for this type of class in San Francisco if twenty people can be visited during a three-hour period. The visits described here have been longer so would not qualify.

This suggests the need to request that the State department consider a revision of ADA requirements, so that the visiting homemaker can make visits of varying lengths as required and still apply for District reimbursement.

Reported by Mrs. Bell

SAN MATEO - ARAGON HIGH SCHOOL
SENIOR HOMEMAKING I (Preparation for Marriage)

GENERAL CONTENT

It was evident that the course was meeting a real need and interest of the senior girls. The instructor had very good command of her subject and was realistic in her approach.

GOALS (Increasing skill, consumer information, attitudes, etc.)
See course outlines.

METHODS (Student Participation)

Straight lecture method with some willingness to answer questions asked. She says she uses panels and discussion for some topics.

GENERAL CLIMATE (Attitude of students toward subject and instructor)

Since the course is subscribed to the limit, it can be assumed that the students like it and find it of help to them. No student is "turned away". Participation was at the "thought level" rather than "talk level" the day I visited.

VALUE TO STUDENT

I thought some of the concepts were new to the girls. They were quietly relating them to experiences in their family living at home and to their dating experiences. I thought the information was of basic value to senior girls.

INSTRUCTOR'S COMMENTS

This course is part of a two-semester course for senior girls. Several of the girls are engaged to be married. Several come from one-parent homes. Mrs. Studebaker teaches a full load of five sections each day. Duval is used for the text along with some paperbacks for special reading. Another teacher has the sixth section. I gathered that each semester was independent and not a requirement course.

IMPLICATIONS FOR US

I feel that this type of course is of real merit in the curriculum. Undoubtedly its success is with a teacher who has fine basic information, empathy with the students, and a realistic level for the students. I would like to see appropriate techniques and good visuals used for maximum learning.

Laura G. Cooley

ARAGON HIGH SCHOOL, SAN MATEO, CALIFORNIA
SENIOR HOMEMAKING I
(Preparation for Marriage)

Prerequisite - open to all Senior girls.

Objectives:

1. To prepare girls to establish and maintain homes of their own.
2. To assist in developing a mature understanding of self and selection of a mate and understand the experiences that effect family life.

Contents:

- A. Basic psychology
 1. heredity
 2. environment
 3. religion (inter-faith marriage) Panel
 4. sex education
- B. Factors affecting home life
 1. dating
 2. courtship
 3. selection of a mate
 4. venereal disease
 5. divorce
- C. Wedding plans
 1. trousseau
 2. costs
 3. laws
 4. etiquette
 5. honeymoon
- D. Reproduction and infant care
 1. pre-natal care
 2. post-natal care
 3. emotional adjustments to new baby
 4. infant care
 5. stages of child development

ARAGON HIGH SCHOOL, SAN MATEO, CALIFORNIA
SENIOR HOMEMAKING II
(Home Management Semester)

A. Family finance

1. Income
2. Taxes - income, state, property, etc.
3. Budgets
4. Insurance - life, auto, home owners, etc.
5. Savings
6. Social Security and Investing
7. Credit

B. Housing

1. Styles
2. Buying vs. renting
3. Neighborhoods
4. Types of loans
5. Costs

C. Purchases for the home

1. Furniture
2. Large appliances
3. Small appliances
4. Others (carpets, etc.)

D. Resource management

1. Care of home furnishings
2. Care of electrical equipment
3. Efficiency
4. Safety

E. Advertising analysis

Guest speakers from:

Office of Internal Revenue
County Assessor
Life Insurance Agency
Auto and Property Insurance Agency
Wells-Fargo Bank
California Real Estate Board
Social Security Office

PARENT EDUCATION

CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

Training for parent education leaders will be made available again this summer through the scholarship program of the California Congress of Parents and Teachers, Inc., with the direction of the Bureau of Adult Education and the cooperation of University of California Extension at Santa Barbara. The biennial Workshop in Adult Education will feature a special section in methods and materials for parent education teachers and volunteer leaders. The subject matter for the parent education section will center around the theme of Freeing Capacity to Learn--The Family's Role.

In explaining the theme, Dr. Milton Babitz who will direct the activities of the parent education section stated that "There is ample evidence to corroborate the unique potential of the human brain as a mechanism of information storage, idea association, response isolation, and creative expression of new relationships. No child, or adult for that matter, develops his intellectual capacity in isolation from stimuli. For the child, his original sources of stimuli, other than physiological, arise from the dynamics of relationships within the family. What is the role that the family should play in assisting the individual in the development of his intellectual capacity? The development of the inherent capacity to learn, that may be the child's biological trademark, is dependent upon environmental conditions that not only stimulate learning but also insure that the inherent potential is completely accessible to the stimuli."

"Capacity to learn must remain uninhibited, adventuresome, inquisitive, or in a single word, free! Capacity to learn may be controlled and limited by the individual's failure to achieve the necessary levels of physical, social, emotional, moral, aesthetic and intellectual development. We must define the factors over which the family exerts measurable control and clarify how the quality of interpersonal relationships within the family can be a positive force for freeing individual capacity to learn."

SAN FRANCISCO

In San Francisco, parent education classes show strong interest and increased enrollments as of October 31, 1963. By that date 1,500 adults had enrolled in parent-teacher association sponsored classes, 340 parents were attending classes sponsored by child care centers, 150 were enrolled in child observation parents groups, 285 were enrolled in parent participation nursery school programs and another 200 parents were participating in classes sponsored by Parents Without Partners, The Florence Crittenton Home, the Aid to Retarded Children Association, and other community leadership groups. By the end of the school year these enrollment figures will probably have increased by 250 per cent.

SAN JOSE

The San Jose Unified School District Department of Adult Education has offered a series of parent education classes that should have attracted good interest in the community. The courses included Pre-College Guidance for Parents. This course dealt with the need to go to college, how to prepare for college, opportunities in higher education, how to learn about colleges, how to select a college, how colleges select students, college entrance examinations, application procedures, local opportunities and programs, financing a college education, the high school guidance program and what to do if rejected. Another course was Problems and Privileges of Foster Parents. A third course was Maturity and Marriage and Family Relations.

CHILD STUDY ASSOCIATION

The Child Study Association of America has announced as the theme for its annual Institute, The Impact of the Integration Crisis on Children and Families--Implications for Parent Education. Papers will be presented on Social Class Factors in Attitudes Toward Integration, Class and Color: The Warp and Woof of Parental Attitudes, and there will be workshops on the concerns of parents with pre-school, elementary school and adolescent-age children.

PASADENA

Under the leadership of Dr. Owen W. Morgan, at Pacific Oaks College, parent education training programs are being made available. A recent workshop series included the Concept of Preventive Health, Implications of Social Class and Cultural Differences for Parent Education, Recent Research Findings Significant for Parent Education, The Concept of Self and Its Importance in Parent-Child Relationships, Implications of Group Dynamics for Parent Education, and the practical application of the above information.

LOS ANGELES

Human relations training through parent education is the goal of a new course recently developed in the Los Angeles City Schools, Adult Education Program. The content includes information on inter-cultural, inter-ethnic, inter-socioeconomic, inter-personal relations, concepts of adequacy and self-development, the role of parent education in building self-image and developing self-help.

EVANSTON, ILLINOIS, 1960

HOME ECONOMICS FOR COLLEGE-BOUND GIRLS

Sometimes high-school home economics courses are geared to the non-college-bound student. But what about the increasing numbers of girls who will continue their formal education? Can we interest them in our home economics courses which many of them feel do not prepare them for what lies immediately ahead?

We need to have challenging material, and we need to make it possible for these girls to fit home economics into their already heavy schedules, perhaps as a fifth subject.

What should college-bound students be taught in home economics classes?

Certainly of great value to these girls is the understanding of the effect of personal and family values on the use of family resources of time, energy, and money. A person, whether living as a member of a family or alone, needs basic knowledge about managing income and organizing work and leisure.

Also very valuable to college-bound girls is an understanding of child development--physical, emotional, social, and mental--and the knowledge that normal children develop at different rates. They should learn that by gaining a knowledge of children, they can better understand themselves. Experience with young children under proper supervision should be included in their classwork.

Still a third topic worthwhile for girls going on to higher education is family interaction in different cultures. Such study is important in developing respect for the values and philosophies of other peoples.

Judging by their eating habits, one may well ask whether teenagers understand the basic principles of nutrition. Junior and senior girls in high school have the scientific background to learn why and how various foods are needed.

They can also study good preparation. Even if there is no actual class preparation of meals, girls can grasp by demonstration, discussion, film, filmstrip, and other ways the methods to follow and the reasons for preparing foods in a certain way.

They can then practice meal preparation in their own homes, become familiar with food-storage problems, and determine the role government agencies play in food protection.

Understanding the relationship of fiber, yarn and fabric construction, and fabric finishes to the function of textile consumer products is useful for these girls. When the task of buying clothing and household items is discussed, factors of economics will be involved.

How are some of the home economics departments in the secondary schools planning for the college-bound? Some do advance testing and place students in specialized classes. Others are adapting courses already set up to meet the needs of the college-bound. A few are introducing summer-school courses to include this material.

It is important to remember that these girls are intelligent, maturing young people who need challenge. Because new developments are constantly appearing in the home economics field, courses must be continually revised if they are to serve fully in our modern high schools.

Ruth Wheeler, Chairman, Home Economics
Department of Evanston (Illinois)
Township High School, and President
Illinois Home Economics Association

From NEA Journal
March 1960, p. 19.

KANSAS CITY, MISSOURI PUBLIC SCHOOLS - Family Living for High School Seniors

This school system has a Director of Family Life Education and a twelve member curriculum committee for Family Living.

"Students, by the time they reach the senior year in high school, have many questions about marriage and family living which are of real concern to them. They need opportunities to consider some of these concerns in an objective fashion with their peers and with well-informed, well-adjusted adults who can guide their thinking into wholesome channels in order that constructive and helpful attitudes may be fostered. . . . Therefore, a course in marriage and family living which aims to promote stable home life has been developed and is offered to seniors in the high schools."

The curriculum goes further than Berkeley's Homemaking IV and includes the following units:

- Unit I - Teenagers in His Family (not covered in Berkeley course)
- Unit II - Social Relationships During the Teen Years (not covered in
Berkeley)
- Unit III - Looking Toward Marriage
- Unit IV - Marriage and Establishing a Home
- Unit V - Family Finance (not covered in Berkeley course)
- Unit VI - Parenthood and Guidance of Children in the Family
- Unit VII - The Family in the Community (not covered in Berkeley course)
- Unit VIII - The Family Today (not covered in Berkeley course)

This course is for both boys and girls. All of the various techniques are suggested -- films, interviews, guest speakers or resource persons, panel discussions, buzz sessions, notebooks and projects, case material, role playing, themes, surveys, evaluating devices, etc.

It had excellent coverage and a practical but imaginative approach to the students and subject.

Educating Tomorrow's Homemakers - A Guide for Planning Homemaking III
Prepared by the UNIVERSITY OF THE STATE OF NEW YORK.

"The primary goal of Homemaking III is to help pupils, whether they marry or remain single, to assume responsibilities in homemaking. It is essential for pupils to participate in a wide variety of experience if they are to be prepared to meet the many problems encountered now and in the future in homes and communities.

"The Homemaking III course is organized around three major concerns:

Living in the Community
Creating the Family
Building Happy Homes

"Areas of homemaking: child care, relationships, housing, home care of the sick, foods, clothing, management and family economics cut across each of these major concerns."

This is an excellent guide and if it was followed would cover just about all of the things we have talked about as being desirable. It assumes that two earlier courses, Homemaking I and Homemaking II, have been taken. They cover the same three concerns but in simpler form with specific areas appropriate to the earlier age group, as for example:

For Creating the Family

Homemaking I would cover: Understanding personal traits desirable in friends
Developing standards of conduct in dating
Understanding how all family members contribute
to happy homes and family unity
Understanding needs and behavior of children, etc.

Homemaking II would cover: Recognizing the effect of personal grooming and
dress on others
Developing ability to arrange home furnishing for
greatest ease and comfort of all family members

Homemaking III would cover: Developing a better understanding of the opposite
sex as a basis for choosing a mate
Understanding responsibilities and privileges of
establishing a home and family
Appreciating the enrichment which children add
to a home
Understanding of physical, mental, social and
emotional development of children, etc.

Summarized by: Mrs. Johnston

PHOENIX UNION HIGH SCHOOL SYSTEM
A Home Economics Curriculum Guide in Human Relationships

"Human Relationships has been a part of the broad Home Economics program in the Phoenix Union High School System since 1932. From the beginning there have been boys as well as girls in these classes. It has always been an elective course. The main purpose has been to stimulate growth in self-understanding and to increase competence in inter-personal relationships."

This course as outlined is pretty specialized--far more so than the type of course we have been discussing-- for Family Living.

Unit One is titled: Understanding Ourselves and Others.

This includes such major subdivisions as:

- 1) Types of personalities
- 2) The Mind and its application to personality
- 3) Other determinants of personality
- 4) patterns of development
- 5) Needs - emotional and physical
- 6) Seeing ourselves through observation of children
- 7) When needs are not met
- 8) Maintaining mental health

Unit Two is titled: The Family

The major subdivisions for this are:

- 1) Universality of families
- 2) Family patterns
- 3) You are primarily a product of your family
- 4) Family life cycles

Unit Three is titled: Boy-Girl Interests

This has major subdivisions:

- 1) Friendship
- 2) Dating
- 3) Going Steady vs. Free Lancing
- 4) Dating and the family
- 5) Meaning of love
- 6) Marriage: Why people do or do not marry
Characteristics of a marriage partner
Engagements; Marriage customs in different cultures;
Marriage adjustments; Laws; Child's role in marriage
and family, etc.

There is no indication as to what percentage of students take this course and it would be interesting to know how the proportions varied over the years since 1932. It is stated that this course is given at the Senior High level as "we believe that self-knowledge at this chronological age is particularly important in order that development of personality towards independence and inter-dependence can proceed. It is in the family that the young individual of society receives the primary training for group living-- so that every individual is able through the training in his family to become ready to establish his own family of the next generation."

Here again, Homemaking IV covers a small part of this subject, but does not go into the pre-marriage part (i.e. dating) or the section on understanding ourselves and others.

ROANOKE CITY PUBLIC SCHOOLS
ROANOKE, VIRGINIA
Prepared by Teachers and Parents

Family Life Education
Grades 1 - 12

Sponsored by American Social Hygiene Association - Central Atlantic In-Service Project on Education for Personal and Family Living - 1958.

Principles of Teaching: pp vii and viii

Good teachers relate purposes of learning to child's everyday life.

Good teachers begin with something familiar to the child.

Good teachers use a wide variety of wisely selected materials and experiences.

Good teachers provide for many first-hand representative experiences.

We retain 10% of what we hear and read, 40% of learning through films, dramatizations, some field trips, and about 90% of what we learn by actual first hand experiences.

Good teachers determine working level of each pupil in each area.

Suggestions for Launching the Program: p vi

FUNDAMENTAL LEARNINGS with suggested specific activities and resources pp 1-87

SHARING - Belongings, experiences, family income

RESPONSIBILITY - Home and social obligations, health and safety habits,
Living in harmony, family property and equipment

UNDERSTANDING - Feeling of being needed and loved, changes in family pattern
Need for supervision, physical and emotional changes
High school) heredity, varying points of view with parents
and you
Need to love and be loved

APPRECIATING AND RESPECTING - Family ties and customs, aesthetic living,
value of home to child, community agencies which give help
to home, individual differences, need for family authority,
interdependence

AWARENESS OF INDIVIDUAL WORTH - Development of child's own talents, individual
differences accepted, need of self-directed activity-reading
and hobbies.

USING LEISURE TIME WISELY

Hobbies, wholesome and balanced recreation, family community and neighborhood service, creative interests.

ACHIEVING MATURITY

Accepting physical changes, inter-personal relationships of all ages and sexes.

Evaluating self, self-control, handling responsibility, future role of provider.

Establish sense of security, home responsibilities and contributions.

RECOGNITION AND ACHIEVEMENT OF MORAL AND SPIRITUAL VALUES

Use day-to-day happenings which point up these values, citizenship, identify moral values, code for personal living, characteristics of great citizens.

Establishing a family code.

IMPLICATIONS FOR BERKELEY

This would appear to be an excellent program with many useable suggestions for reexamination of Berkeley's program in Homemaking. The Roanoke plan is built upon the concept of the whole child, a thread of continuing focus throughout the school program, understanding the self of all ages and stages of development, and succinctly stated principles of good teaching. All of these concepts have been of interest to this Committee.

C. Hornibrook

APPENDIX B
Reports of Supervisors, Principals, and Others

From: Jeanne E. Palmer
Subject: Educational Needs of Women

In the educational needs of women I would recommend courses in:

I. General Art

A. For Aesthetic Growth

For the development of a sensitivity to and awareness of art elements in the natural and man-made world around her. This awareness is then turned inward to discover the individual's personal aesthetic sensitivity and to help her understand and use it. As she works with this, she better understands the creative efforts of others. People who become sensitive to themselves and to their environment need training to bring this sensitivity into harmonious relationship to experience. An aesthetically illiterate woman is robbed of her vital role to create the best possible setting for living.

B. For Individual Growth

For individual growth as a creative person. As the very essence of aesthetic growth means to grow from chaos to a better and more harmonious organization, this is also an important outcome of personal therapy. Whenever a student is helped to unfold the process of freeing her creativeness, she is helped to face herself and to organize harmoniously her feeling, thinking and perceiving in her art expression.

II. Through creative art experiences a girl can be helped to develop:

1. A sensitivity to problems with more courage to act
2. A fluency and flexibility to adapt to situations
3. Originality in response
4. An ability to rearrange materials and use them in new ways
5. An ability to abstract and to analyze rather than making mere generalizations
6. An ability to focus and to make choices
7. A consistency of organization that gives aesthetic work its impact and balances intuition

Maria Montessori is quoted as saying:

"To confer the free expression of art we must create an eye that sees, a hand that obeys, a soul that feels and a mind that thinks; and in this task the whole life must cooperate. In this sense life itself is preparation for art. Once we have lived, the inner spark of vision does the rest."

LET US GIVE OUR YOUNG WOMEN THEIR DUE IN THE BREADTH OF DEVELOPMENT THROUGH ALL THE ARTS.

SCIENCE EXPERIENCES FOR GIFTED GIRLS

Time does not permit a detailed suggestion concerning possible science activities which might be developed for gifted female secondary students. Utilizing the Lawrence Hall of Science and the National Science Foundation, certain types of special science courses may be developed which can be carried on during the summers or during the academic year. We are currently developing such programs for science students and plan to explore the financing of these with the National Science Foundation in a month or two.

Women are becoming more necessary and acceptable in scientific endeavors today. It would appear that the National Science Foundation might be interested in a proposal oriented toward female secondary students.

To give you a brief idea of current proposals I'll briefly tell you about one or two:

- A. Utilizing a bus, bring able students from East Bay Schools to the Lawrence Hall of Science for courses in biology, chemistry, and physics to be taken in lieu of high school science courses, plus courses in mathematics, electronics, metal and wood work (all oriented to science developments and laboratory techniques). Such work would be carried on during the school year.
- B. Utilize more able students from several schools and bring them to the Lawrence Hall of Science one day or part of a day every other week for special work along with one teacher from each school. On the alternate weeks this teacher would work with these students in his own school. This program would be carried on during the school year.

There are many variations of this as you can imagine. Also other types of programs are possible. Special areas for student work will be available too.

In May I will be discussing in detail any plans we have with authorities in Washington, so if you can outline specific ideas which we might work over I'll be happy to work with you.

Robert A. Rice
Supervisor
Mathematics and Science

March, 1964

STATE ADVISORY COMMITTEE ON HIGH SCHOOL SCIENCE

Report of
Sub-Committee on Common Conceptual Themes in Science
August 20, 1963

CONCEPTUAL THEMES COMMON TO THE VARIOUS DISCIPLINES IN SCIENCE

Conceptual themes in science, for the purposes of this report, are defined as the broadest of basic understandings, summing up the recognizable relationships and configurations we can see in the world of things and events of which we are a part. They serve to pinpoint the fundamental comprehensions and sketch the essential evidences of order we have come to see in our exceedingly complex, constantly changing environment. These conceptual themes cannot, and need not, be identified with any particular discipline in science, for the evidence supporting each of them is usually drawn from all branches of science. The disciplines of science, once regarded as rather discrete fields of human experience and specialization, are becoming increasingly interrelated and diffused as their ramifications unfold with the advancement of scientific knowledge.

The aim of the Sub-Committee on Conceptual Themes is to propose a set of these "strands" or "great ideas" which ought to be developed to some degree in every science course, whether in biology, chemistry, geology, physics, or any other area of science subject-matter. The limited number of fourteen conceptual themes offered here, plus others of similar nature which might be added when identified, may well serve curriculum workers in several ways--as a basis for selecting the subject-matter content to make up such courses, as a guide to the teacher in determining where thematic emphases should be placed, and as criteria for evaluating any science course as a part of the total science curriculum.

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In the following list of conceptual themes, no sequence, precedence, or hierarchy of importance is implied. That one of the themes appears first in the listing and another comes at the end is purely coincidental to the need to begin somewhere and end elsewhere, taking up one theme at a time.

Every Effect Has Its Cause or Causes
The Relativity of Scales in Space--Time, Position, Size, Motion
Diversity of Natural Phenomena
The Normality of Change: The Dynamic Continuity in Nature
The Universality of Natural Laws Throughout Time and Space
Interaction and Interdependence
Fields of Influence
Equilibrium
Nature of Matter
Sempiternity and Indestructibility of Matter-Energy
Transmission of Energy
Living and Non-Living Organizations of Matter
The Nature of the Scientific Enterprise

Parent Education Program

Our Adult Education Division has a rather large and well-organized program of classes for parents in the City of Berkeley.

Development of Program

The number of parent education classes is not as great as we had back in the 1940's, but we feel that many parental needs are being met now by other agencies.

The Parent Nursery School Education program was started in 1940 and has continued to operate in somewhat the same organizational manner ever since. Throughout the years other California school districts have changed over from our type of parent participation program to that of child observation.

In very recent years we have been witnessing the reestablishment of participation groups in nearby cities.

Organization

Our pre-school program of parent nursery centers has nine sections operating in seven facilities. Three of the units are on public school grounds, two in Recreation Department buildings, one at the Sausalito Naval Housing area, and one on the University of California campus.

Complete morning programs are conducted at all of the centers and afternoon sessions at the Garfield and University buildings.

Two late afternoon two-year old observation groups meet twice weekly at the University Harold E. Jones Child Study Center.

Very recently four additional part-time groups were approved by the Berkeley Board of Education. One is in the Longfellow-Lincoln area and is known as the "Neighborhood Group." It will meet soon at the South Berkeley Y.M.C.A. three mornings per week. A second group meets two afternoons per week at the Mobilized Women's Center in West Berkeley.

Two Willard afternoon groups meet once each week for three hours.

These new groups have been organized on a "sister school" basis. The "Neighborhood Group" is assisted by members of the Garfield afternoon center and the West Berkeley unit by parents enrolled at the Thousand Oaks Center.

Mother and Baby classes for expectant parents meet at the Red Cross Building for six Monday and Wednesday and six Tuesday and Thursday sessions of two hours each. The host organization cooperates with the schools in this program. The course of study for each group consists of 12 hours of instruction.

Toward the end of each Mother and Baby Care course, our Education for Childbirth instructor serves as a guest speaker. She reviews the contents of her course which follows their class. The group then enters a new phase of instruction for about six to eight once-per-week two-hour meetings.

This Education for Childbirth class receives cooperation from the Berkeley Health Department. Approvals of the medical profession and the Berkeley Health Department were secured before we started these groups.

During the past 12 weeks two Modern Mathematics for Parents classes were conducted as a part of our Berkeley Evening School program.

Many Franklin School kindergarten parents are attending classes conducted on a twice-per-month basis during the evening hours. The goals of this project are to acquaint parents of the kindergarten pupils with the purposes, procedures, evaluations, child growth and development, and other educational factors pertinent to the beginning level of school.

A leadership training class for parents of Lincoln School children is in the process of being formed.

Occasionally in the past, and we hope more in the future, we have had programs established at two of our junior high schools and at Berkeley High School for girls in homemaking classes who are interested in observing children and assisting participating mothers in the nearby parent nursery centers.

Next summer, classes for secondary school girls will be carried on at two of our parent nursery centers. Parents and girls will observe and participate in the child-study programs.

Each spring a Youth and Marriage lecture series is presented for older youth and adults. Lectures and discussions on dating and engagement, physical aspects of marriage, finances and marriage, spiritual dimensions of marriage, and sexual harmony in marriage are presented during five two-hour meetings. A minister, an obstetrician, and a financier assist with the program. Usually 50 to 100 men and women attend each year.

Enrollments

Comparative Study of Enrollments

	<u>1958-59</u>			<u>1962-63</u>		
	<u>Men</u>	<u>Women</u>	<u>Totals</u>	<u>Men</u>	<u>Women</u>	<u>Totals</u>
Parent Nursery Education	25	359	384	75	310	385
Mother and Baby Care	101	156	257	149	260	409
Youth and Marriage	47	54	101	23	22	45
Parent Observation- 2-year olds	0	0	0	0	84	84
Totals	173	569	742	247	676	923

During the spring semester to date (March 20, 1964) we find from available data that 25 women are enrolled in the new Willard afternoon parent nursery center, and 27 adults in the Education for Childbirth class.

Value to the Community

We believe that we have been a great help to our community during the years our various family living classes have been operating.

Information coming back to us indicates that mothers, fathers, and children are getting along better in their homes because of our classes. We hope this situation has helped lower the divorce rate among our families in Berkeley.

Children Benefit

We do know that children understand each other better and learn the spirit of group cooperation while in our centers. Their kindergarten progress should be better because of their nursery school experiences.

Mothers Benefit

A fine spirit of friendliness and cooperation develops among the center mothers. They assist each other in car pool, baby-sitting, home cleaning, shopping, child play, and family social activities.

Everybody Benefits

Men and women of different nationalities, races, and religious beliefs get to know each other as simply good-hearted men and women trying to get along and to bring up their children in a better environment.

Needs Not Being Met

We are not meeting the needs of parents of children at the elementary, junior high, and senior high levels--as far as parent education goes. Parent-Teacher Association meetings, lectures, discussions, and other factors may be doing the job.

The needs of working mothers relative to parent education are not being met. Women who work during the day hours and attempt to take care of their home duties at night find no spare time for classes of the type we are offering. Members of both the minority and majority groups are in this category.

Our facilities are not, in every instance, of the best.

Recommendations

1. A long-felt need is the working up of architectural plans for an ideal complex of building units which would have child-care facilities, classrooms, playyards, indoor play areas, storerooms, and small kitchens in them. The next step would be to secure Board of Education approval and funds for the construction of such complexes in each major neighborhood area in Berkeley. They would serve as parent education and child-care centers during day and evening hours.

2. Parents unable to attend classes because of work and home duties should be contacted at intervals by visiting parent education teachers. Family solidarity, good discipline, proper attitudes toward one's responsibilities to society, better health standards, more profitable use of leisure time, and certain fringe benefits would probably result from such a program of teacher visitation.

3. Sister school and center combinations should be developed to encourage better community relations.

4. Residents in various neighborhoods should be informed and encouraged to attend adult school classes to earn diplomas, retrain themselves, upgrade their learning for promotions, learn more about our culture, enrich their personal beings, and to get acquainted with the problems and thinking of other people.

C. Edward Pedersen, Principal

March 23, 1964

MEETING NEEDS OF EDUCATIONALLY HANDICAPPED GIRLS

- A. Early identification of school and family problems, preferably at the kindergarten level, or earlier, necessary to offer preventive help.
1. School Problems
 - a. Remedial reading
 - b. Other basic skills--remedial help in arithmetic, oral language, etc.
 - c. Health--both physical and emotional
 - d. Social skills
 2. Family Problems
 - a. Lack of communication with school
 - b. Lack of understanding of child's problem
 - c. Lack of information about community resources
 - d. Socio-emotional aspects
 3. Ways School Can Help
 - a. Group and individual counseling
 - b. Team approach of school personnel with children individually or in groups
 1. Careful programming to strengthen skills needed
 2. Continued counseling toward practical, realistic goals--Family Life Education, Homemaking, Vocational Counseling (with special speakers from different trades and professions to talk about their jobs, field trips to see actual work being done), stimulation of community interest so that local businessmen can offer apprenticeship and work experience programs as well as being consultants regarding occupational interests, et cetera.
 - c. Establish better communications between home and school--Orientation of and interpretation to parents of the goals of the school in educating their children. Involvement of parents in the education team focus.
 - d. Home visits by school personnel, so that early and continued contact by school personnel with parents can be helpful.
 - e. Development of school as a neighborhood center--open at night for working parents, offering counseling, referral sources (with the name of a person to contact in such agencies as Family Service, Legal Aid, et cetera), vocational information, adult education courses.
- B. Special screening for transient students at all levels
1. Particularly at Berkeley High School with emphasis on team approach, careful orientation of new students with group meetings weekly. These meetings could be led by a teacher with appropriate referrals to counselors, etc.
- Preventive help should be offered for all atypical children.

Harriet Haas, Counseling Consultant

PREGNANT GIRLS OF SCHOOL-AGE

Each year we have a group of girls attending our schools who are pregnant. Some of these girls are seventeen or eighteen years old, married, and are essentially simply finishing needed credits for graduation. They have already chosen their future role in life as wife and mother. There are other pregnant girls, however, who are considerably younger and have still several years to go before graduation. Their situation is not so much a matter of choice as the result of circumstances which got beyond their control. It is these girls who are of a great concern to the community and to the School District.

There is nation-wide concern about girls who become pregnant before they have completed their education. Educators, public health officials, and physicians are all trying to work out reasonable plans to help these girls and to provide realistically for their needs and problems within a setting that is acceptable to the community.

Society has certain expectations of its young people. We ask them to put first priority on their education. It is perhaps true that the number of years of required schooling is excessive for some of these girls. The fact that increasing numbers of women will need to be gainfully employed to contribute to the financial support of their families makes completion of at least high school education a necessity.

What do we know of the characteristics of the girl who becomes pregnant prior to high school graduation? We must keep in mind that we do not know all of these girls. Many transfer to other areas before their pregnancy is known to school district personnel. A more consistent characteristic is that these girls come from broken homes or troubled homes. A large majority come from one-parent homes. Another significant characteristic is that these girls have been known as "lonely," "isolated," and "unhappy" from their earliest school days. The term "promiscuous" is too often used to describe these girls. We find, however, from case studies that if by this we mean a series of relationships with many men, the definition does not apply. Most often the father of the expected child is the only man with whom the girl has had sexual relationships, and there is often an affection and mutual regard between the two.

Let us consider for a moment the situation of the school-age girl who is pregnant. First of all, she is frightened. She is concerned as to what her family and friends will say. Even if she has not been an exemplary student in the past, she is suddenly aware that she may not be able to complete her schooling and she suddenly realizes what this can mean to her. She is concerned about the physical aspects of pregnancy and delivery and also about the responsibilities she will have toward her expected child. Because of her fear she is apt to avoid getting medical care, and she often tries to deny and hide her pregnancy as long as possible. We find that many of these girls do not present themselves for prenatal care until the

6th month of their pregnancy or later. They have a higher than average rate of premature delivery and other complications and their infants have a higher than average rate of birth and neo-natal complications. We must keep in mind that these infants will be of school-age in five years and will bring with them the physical and emotional burden they have inherited.

We need to think beyond the group of girls we have just been discussing and to keep in mind that the vast majority of all the girls attending school will one day be mothers. Either this school district or some other school district will be responsible for the education of their children. The child whose mother has knowledge of good child-rearing practices arrives at school-age with a vast advantage over the child who has not received this kind of stimulation and guidance. In fact, permanent and irreversible retardation can result if lack of stimulation is severe enough.

How does a girl learn about family life, sex, and child care? In a simpler day and society she learned this from her parents in a meaningful way. As a very little girl she saw the affection between her parents and the normal rhythms of family life. She helped care for younger brothers and sisters, and when she had her own children, her mother was usually near by to help. Modern society does not permit this simple, natural, slowly maturing sort of development. Mothers work and have limited time to teach their daughters the skills and practices of family life. Since more families are one-parent families, little girls have less chance to observe normal family relationships. Since men's and women's roles in society are not so sharply defined as in the past, the girl has a harder time in finding her role and place in society. While we all would agree that the home and the church have very great roles in teaching children about family life and responsibilities, it is obvious that there is still a very large gap which only the school can fill.

DR. MARY J. TRUDEAU

APPENDIX C

HOMEMAKING SCHEDULES Spring 1964

School

<u>Burbank</u>	<u>Time</u>	<u>Subject</u>	<u>Teacher</u>
		(8th Foods	Peck
1st Period	8:30-9:10	(8th Clothing	Barber
2nd Period	9:14-9:45	8th Foods	Peck
3rd Period	9:58-10:38	8th Foods	Peck
4th Period	10:42-11:22	Preparation & Conference	Peck
5th Period	11:26-12:06	9th Foods (Low ability)	Peck
		9th Clothing	Barber
9th Period	2:22-3:02	9th Clothing (Very low)	Barber
		9th Foods (Very low)	Peck

Garfield

2nd Period	9:24-10:04	8th Homemaking	Machek
		8th Homemaking	Flynn
		8th Homemaking	Gilson
3rd Period	10:08-11:48	8th Homemaking	Machek
		8th Homemaking	Flynn
		8th Homemaking	Gilson
4th Period			
5th Period			
6th Period			
7th Period	1:04-1:44	8th Homemaking	Machek
		8th Homemaking	Flynn
		8th Homemaking	Gilson
8th Period	1:48-2:28	9th Clothing I & II	Machek
9th Period	2:32-3:12	9th Food & Clothing	Machek

Willard

1st Period	8:51-9:31	8th Homemaking	Maloney
		8th Homemaking	Sheerin
2nd Period	9:34-10:14	9th Homemaking	Stiles
3rd Period	10:17-10:57	8th Homemaking	Sheerin
		8th Homemaking	Stiles
4th Period	11:00-11:40	9th Homemaking	Sheerin
5th Period	11:43-12:23	9th Homemaking	Stiles
6th Period	12:26-1:06	8th Homemaking	Maloney
		8th Homemaking	Sheerin

School

<u>Willard (Continued)</u>	<u>Subject</u>	<u>Teacher</u>
7th Period 1:09-1:49	8th Homemaking 9th Homemaking	Maloney Sheerin
8th Period 1:52-2:32	8th Homemaking 8th Homemaking	Maloney Sheerin
9th Period 2:35-3:15		

McKinley

2nd Period 9:00-10:00	8-12th Homemaking	Houseberg
3rd Period 10:00-11:00	8-12th Cooking	Houseberg
4th period 11:00-12:00	8-12th Cooking	Houseberg
5th Period 12:00-1:00	8-12th Sewing	Houseberg

Berkeley High School

1st Period 8:00-8:40)	Tailoring	Grandy
2nd Period 8:45-9:30)	Clothing Construction I Advanced Foods	Headrick Tenney
3rd Period 9:35-10:15	Food Service	Tenney
3rd Period & 4th Period 9:35-11:15	Clothing Construction II Clothing Construction II	Grandy Headrick
4th Period 10:20-11:15	Marketing	Tenney
5th Period 11:00-11:15		
6th Period 11:20-12:00	Food Service	Tenney
7th Period 12:05-12:45	Homemaking IV Homemaking I	Grandy * Headrick
8th Period 12:50-1:30	Homemaking IV Homemaking III Homemaking II	Grandy * Headrick Tenney
9th Period 1:35-2:15	Homemaking Sp.	Headrick
9th & 10th Periods 1:35-3:00	Advanced Foods	Tenney
10th Period 2:20-3:00	Costume Production	Grandy

* By appointment only.

2-20-64
M. Larson

APPENDIX D

Willard Junior High School
Berkeley, California
March 17, 1964

To: Mr. Milton Loney, Coordinator of Counseling, Berkeley Public Schools

Dear Mr. Loney:

In answer to your request to provide information as outlined in the letter from Mrs. Buford B. Payne, the answers are as follows:

Question #1 - The number of academically gifted girls; these being defined as follows: academically gifted girls which include the top ten per cent of all students according to the Henmon-Nelson 7th grade test with a score of 120 or above. In the case of the 8th grade and 9th grade girls, they are considered as the top ten per cent of the students if they scored on the School and College Ability test form 4A with a converted score of 287 or above.

The number of girls at Willard scoring in one of the above two mentioned tests total 87.

Question #2 - The elementary schools these girls attended.

Longfellow -	6	John Muir -	29
Lincoln -	1	Washington -	7
Emerson -	17	Le Conte -	12
Out-of-district -	15	(These are students who did not attend a 6th grade elementary school at Berkeley but are currently enrolled at Willard.)	

Question #3 - What enrichment opportunities are provided for gifted girls in secondary schools?

Question #4 - Any special provisions for girls enrolled at Willard?

These two questions probably should be taken together. At Willard the gifted students, girls as well as boys, are provided for in two ways: 1) by course content as our youngsters are ability-grouped and all of the above-mentioned students are in our first two groups, 2) they are also provided an enriched program by elective courses. These courses, however, are not entirely limited to the so-called gifted youngsters. In the 7th grade, Spanish is one of the elective subjects that these students may take. Librarianship is another. In addition we offer orchestra, band, and girls glee. Of the 27 girls in the 7th grade that are classed as intellectually gifted according to the above definition, 16 are taking Spanish. The reason that more of them are not taking Spanish in the 7th grade is that many of them wish to wait until the 8th grade when the foreign language subjects are not only Spanish, but Latin, French, and German. We do not encourage any youngsters to start Spanish in the 7th grade if they indicate that they have a preference for a different foreign language that will be offered at the 8th grade level. Ten of these 27 7th graders are also in one of the musical electives. In addition there is a total of 39 girls from the total number of 87 that are in the librarianship program combining grades 7, 8, and 9.

In grade 8 there are 37 of these intellectually gifted girls. Of the 37, 33 of them are currently enrolled in foreign language. In addition 18 of the 37 are also enrolled in one of the music courses.

In grade 9 there are 23 of these girls. Of the 23, 22 are currently enrolled in foreign language and all 23 are enrolled in Algebra. In addition 13 of them are enrolled in the music program.

Question #5 - What proportion of gifted girls at Willard are failing to take "courses commensurate with their I.Q.s and level of achievement"?

I believe that there are relatively few such girls. The reason for the number in the 7th grade that are not enrolled in one of the elective courses is the fact that these students are new to a junior high school situation and they are not encouraged to so-called over-program themselves during their first year at junior high. I am enclosing several sheets of descriptive material. The first one I will number 1 which is titled Program of Studies - Willard Junior High School. You will note that for the 7th grade all of the youngsters are required to take four solid or academic subjects, namely: English, Arithmetic, History-Geography, and Science. Their foreign language, then, if they elect to take it, which would be Spanish, would be the fifth solid subject.

At the 8th grade level the required subjects of academic nature are English, Arithmetic, and History-Civics. The students of the type you are inquiring about take foreign language with just four exceptions. The reason for this being that these four students have come from out of the district since the foreign language courses were started and therefore they were not able to enroll at this time.

At grade 9, you will note that there is only one exception where foreign language is not being taken. This again is a situation where the youngster was from out of district and a late enrollee. All of them are currently taking Algebra.

Question #6 - Do counselors attempt to suggest five solids to all gifted girls at Willard?

I am enclosing a sheet numbered 2 entitled Willard Junior High School Low Nine Program. You will note that in addition to our English, History-Geography, foreign language, and Algebra that there is only one additional subject offered in the 9th grade that would generally be termed a solid and that is the Life Science course. Obviously we would recommend and encourage only those girls with a genuine interest in science to take this course. For all of the other youngsters we encourage them to take an elective choice within their general interest area. This could be in the field of art, it could be in the field of business education, it could be drama, it could be homemaking, it could be librarianship, or it could be music.

Question #7 - Are there considerations other than native ability in recommending five solids to these or any students?

Again the same considerations must be given, since basically we offer only four solids at all grade levels except the science as mentioned at grade 9 and the Spanish mentioned at grade 7. These courses are recommended to students in relation to their native ability and innate interests.

Question #8 - Is there any policy regarding the recommendation of five solids for gifted girls at Willard?

I believe this has already been answered in questions 6 and 7.

Question #9 - Is there any special policy regarding the counseling of gifted girls at Willard in terms of opportunities open to women in such fields as science, medicine, and law?

This is a somewhat difficult question to answer in relation to special policy as our counseling with all youngsters is done in relation to their demonstrated abilities, both through standardized tests and through actual prior

performance in various subject areas. All youngsters are encouraged to the best of their demonstrated abilities to seek further educational opportunities within our elective subjects.

Question #10 - Do you contemplate any changes in counseling policies to more adequately insure "that the full potential of the gifted girl is achieved in later life"?

I believe that in addition to what we are doing at present in relation to counseling such youngsters in seeking through exploration what areas they truly feel are most rewarding to them, there is constantly coming to us from various sources additional information regarding opportunities for girls in our expanding economy. These are particularly in the fields of mathematics, medicine, law, science, various types of professional jobs in homemaking, teaching, and many jobs in the business world.

Question #11 - Is there any Willard counseling policy regarding gifted girls enrollment in elective Homemaking courses?

Again I would refer you to item 2 - the Willard Junior High School 9th grade program. You will note again that in addition to the four solids mentioned before of English, History-Geography, foreign language, and Algebra, the only other solid is Life Science. Students that are particularly interested in science at this level, and when I say at this level, since the University of California and like institutions require generally as a basis of entrance a year or more of a laboratory science as one of their conditions, it is not, we believe, wise to induce youngsters to take our non-laboratory Life Science at the 9th grade level unless they have an innate basic interest in science. We would prefer in counseling to point out to the youngsters that from our list of electives that homemaking is an excellent course as offered here at Willard and we would recommend that as highly as any of the other electives at the 9th grade level.

I hope that the answers I have given you will in part supply some of the information regarding the questions. In addition I am also enclosing item numbered 3 that is given to all students at the 9th grade level in relation to choices of elective subjects. This information is taken home by the students before their 9th grade program has been fully determined so that the parents may read what the elective choices are, what the content of these courses is, and at the same time to indicate on the single program sheet which is returned to the counselor the choices that the parent and the student have determined should be the program for the particular youngster. Prior to the time that this material goes home to the parent, an individual conference has been held with each student in relation to describing to the student her relative strengths and weaknesses in relation particularly to the fields of mathematics and the language arts. Counseling is also given to the youngsters in relation to encouraging them to at least explore some of these elective areas that they have not had prior experience in. Where elective choices made by the parents and the student indicate to the counselor that perhaps a further consideration might well be given to some other subject areas, additional counseling between the parent, student, and the counselor is arranged prior to the final formulation of the youngster's program for the succeeding school year. I hope that this information will clarify the counselor's position and role in relation to the committee's questions.

C. O. Burke, Head Counselor
Willard Junior High School

Do not put your name on this sheet.

Your address: _____

Your age: _____ Your grade: _____

Your elementary school: _____

City _____

WHAT ARE WOMEN'S EDUCATIONAL NEEDS? Mark Yes or No

1. Is your mother in your home?
2. Is she employed outside the home? If yes, about how many hours a day does she work on her job? _____ What kind of work does she do? _____
3. Is your father in your home? What kind of work does he do? _____
4. Does a grandfather live at your home?
5. Does a grandmother live at your home?
6. If a grandparent stays with you, do they help around the house? What do they do to help around the house? _____
7. Are there other adults besides parents or grandparents living in your home? _____
8. If there are other adults are they employed outside your home?
9. Are there any bedridden or very sick people in your home?
10. Does your family employ a full-time housekeeper, maid or cook?
11. Does your family employ a household helper (housekeeper, maid, or cook) at least once a week?
12. Does your family employ a gardner?
13. Do your parents employ a baby-sitter when they are going out?
14. Do you have any little brothers and/or sisters under 6 yrs. old living with you? _____
15. Are there any other little children under 6 yrs. old living in your home?
16. Do you ever go out to baby sit? If yes, about how often? _____
17. Do you earn money outside of home in any other way? How? _____
18. Do you earn money at home doing jobs for your parents? If you do, about how much do you earn a week? _____
19. Are you given a weekly or monthly allowance? _____ If you are, about how much do you get each week? _____
20. Do you buy your lunch at school?
21. Do you bring your lunch from home?
22. Are you allowed to buy your own clothes without your parent's help?
23. Are you allowed to buy sweaters and skirts with out your parent's help?
24. Are you allowed to buy small items such as socks without parent's help?
25. Are you allowed to buy other things such as cosmetics by yourself?
26. Does an adult do the largest part of the food shopping for your family?
27. Do you ever do the weekly food shopping alone?
28. Do you very often buy any groceries for your family?
29. Does your mother like to cook?
30. Does your mother like you to help in the kitchen?
31. Does your mother teach you how to cook?
32. Do you have a sewing machine in your home?
33. Does your mother teach you how to sew?
34. Does your mother make any clothes for you?
35. Does your mother alter and repair your clothes for you?
36. Do you make any of your own clothes at home? What? _____
37. Does your mother or another older person do most of your clothes ironing?
38. Do you do most of your own clothes ironing?
39. Do you do most of your own clothes washing?
40. Does your mother make you keep accounts or make a budget for your money?
41. Do you have daily or weekly jobs to do at home? If so, what are they?
42. Do you enjoy just being at home with your family?

APPENDIX E

PHILOSOPHY FOR SENIOR GIRLS - Experimental Course Berkeley High Summer School

Philosophy for Senior Girls was introduced as a pilot project by a community committee (Ivory Tower Committee of the Berkeley Community YWCA) at the 1962 summer session at Berkeley High School and again in 1963.

Statement of Purpose: by Ruth Plainfield (Mrs. Sanford Plainfield)
Chairman: Y.W.C.A. Study Committee which developed it.

We establish schools and character building agencies to assist in the maturational processes of our children. The people who administer and execute the functions of these institutions do so by giving knowledge and guidance and example to our children. To bring this giving to life, the teacher makes assumptions about common human needs, cultural values, and knowledge worthy of being passed on. And he further assumes that what he is giving will indeed have vital meaning in the adult life of the individuals in his captive audience.

Women are able to learn as well as men. That we have proved in the first half of this century. Furthermore, we have proved that women can learn a man's education as well as men. Knowledge, guidance, and example excellently offered equally to human beings regardless of sex, is potentially meaningful and does not have to be tailored according to gender.

But we did forget to assess the common human needs of the adolescent young lady. And we did forget to evaluate what relevance her education has for her adult life. There exists in the American culture a dichotomy between what we give to and expect from our girl children during their forming years, and that which we, in our culture, later ask them to be. The school, the character building agency, only slightly acknowledges that the tasks necessary to nurture a good family and a good community must be learned. This course represents an attempt in this area.

Knowledge considered necessary to meet needs of the young lady about to graduate from high school, is imparted by speakers who are not only selected for the excellence in subject matter preparation but also their ability to make it meaningful to young people. Our speakers are also people whose life experiences, enthusiasm, and trust enable them to be happily available as an "example" to this or that member of the class. The great variety of people participating enhances this possibility as does the method of discussion used. The seminar is conducted by one group leader, a teacher who is never an information giver, but always an excellent discussion leader who can give freedom with elegance. The speaker is introduced by the teacher; the speaker speaks for a maximum of forty minutes; the class asks questions of the speaker for ten minutes; the class goes out for recess and the speaker leaves; the class resumes for an hour to discuss the topic, to accept or reject the information given. The teacher also assigns papers to be written and books to be read. There is no grade given on class discussion; individual work is graded as in all other courses; in this course the teacher explains carefully what is the measure of excellence. The students will also be expected

to learn some ways of being able to have meaningful experiences in groups by using this group as a laboratory.

This course aims to be thorough in the assumptions about common human needs, cultural values, knowledge worthy of being passed on, and the vital meaning of the subject matter to the student in her adult life. And it is offered as a gesture of love to the new generative generation.

Student Orientation

Purpose: This seminar in philosophy is being offered to girls to see themselves in the midst of the inevitabilities of life, to see the choices which may be made, and to see from what sources of inner strength they may draw the dignity to live through the challenges of all of life-- particularly during a period of great decision making: the senior year of high school.

Method: The teacher and the group will remain together through the various presentations of topics. In most instances the topics will be discussed by participating specialists. The lecture will take approximately half of the first hour with a chance for discussion with the speaker; the group with the teacher will then continue during the second hour by themselves.

The Consultant on group methods will meet weekly with class to observe the characteristics and the process of the group. She will also meet weekly with the teachers of the course to discuss group methods. The discussion can include: 1) group discussion techniques; 2) interaction of members in the class; 3) the group processes and forces in operation; 4) the growth and progress of the group.

COURSE CONTENT OUTLINE

Introduction: A member of the group who designed the course will explain how it came about, its goals and how it is hoped they will be accomplished. A Consultant in Group Dynamics will introduce the process of group interaction as an aid to understanding. The teacher and group leader, who will coordinate all the phases of the program, will discuss its general organization and the general requirements for participation.

Under the leadership of the Group Dynamics Consultant, the group will experiment with class organization and techniques of group interaction in relation to a speaker. Class will begin to learn how to become aware of the various tasks and activities of the group. The teacher further discusses assignments, and measures of excellence in the assignments. Teacher lets the class know that the degree of group participation will not be graded.

THE CHOICES

During the senior year of high school, many choices already made will become final; other choices will be explored for the first time; yet others will be made by the lack of choice available, and that process, too, deserves credit because it composes a large segment of anyone's life. This section attempts to shed light on the most important choices that may be made in the late teen and young adult years.

College as further study, as professional training, or "Just Because":
What can the university offer the female student? Is there a difference between various institutions? What should be the most significant aspects looked for when a girl decides to go to college? Do most college educated women use their education professionally? Do education, profession, and marriage and children mix? Is it advisable to consider taking a year off before entering college? Is there equal opportunity and pay for men and women in the professions? Are there certain professions that are better suited to women? Is it a good idea not to make up one's major in the beginning? Etc.

Work now - Work later:

What work is available to the female high school graduate? Are there employment possibilities with inservice training? Where is the best place to find out for what one is qualified? Is it really better to go on to college at any cost? What are the best ways to apply for jobs? Of what use are aptitude tests? How much can a high school graduate expect to earn? Is there a compromise - part time college and part time work? Etc.

Money from Home - Money from own earning:

How much does it cost for a girl after high school to support herself? What feelings are involved in taking money from home? What if one should be married and going to college and taking money from home? Is it possible to support oneself going through college? How? Is it possible to work and save for college? How can one learn to budget? Should one borrow money from one's family for college? Should one borrow money from elsewhere for college? Does one begin to establish a certain standard of living during these years immediately after high school? Should one take money from home when one's husband is going to college? When one is raising a family? Can a young lady decide just to take a year out after high school, live at home, and be supported by her parents the way young women did just twenty or thirty years ago? Etc.

Living at home - Living away from home:

If one has the choice, should one live away from home? Are there any advantages to living away from home after high school graduation? Are there disadvantages, really? Is it possible to become more individualized even though one lives at home? What are the advantages in living away from home? Should one live in a dormitory situation or in an apartment? Are there the same advantages and disadvantages whether one is working or going to college? Etc.

Social Affiliation as a Choice:

What are the social strata in American life? Is there still an upward mobility? If there is, can a woman move up through her husband? On her own? What are the sacrifices of the upward mobility? What is class? What is prestige? Why are there exclusive organizations? What is their social function? What is their psychological function? Is there a choice in social affiliation? Is education or profession or money a mark of prestige? Etc.

Political Party as a Choice:

Can one pick one's political party? How does one get ready? Is the choice important? What makes up the ideas of a political party today - in any one locality? How important is the political party in local politics? What can a young woman - married, or going to college, or working - contribute to and get out of belonging to the political party of her choice? What influences the choice psychologically? Is it a very essential choice for any young woman?

Church Affiliation as a Choice: (Church defined as religious institution)

Is there a choice for the young adult woman? What factors determine the choice? What type of experimentation and education might influence such a choice? What does church affiliation actually mean? Why the high cost of religious institutions? What is and has been the role of woman in religion? What is the role of religion in the active implementation of the quest which comes out of family life: equal opportunity in: education, employment, for women, for peace, etc.? Does the religious institution really function for the individual or is it really vice-versa?

Marriage early:

What are the reasons for the choice of getting married early? What generally is found to be opposed to this choice? Why is the average age for women to be married eighteen? What can a young woman expect to demand of herself, her husband, her parents, when she gets married early? What are the advantages and disadvantages of getting married immediately after high school? Can one be successfully married and go to college? What should one consider about working to put one's husband through college? Can an early marriage be a rebellion from parents?

Marriage later:

Why choose to get married after college, after working a few years? (Might this be a time to decide whether one wants to get married at all?) What does it take really to be married? What does it take for a professionally trained woman to be married and raise a family? Does education beyond high school add anything to creating a family? Does it matter at all when one gets married? What about getting married the second time? Should one choose a husband of whom one's parents do not approve?

Review with emphasis on what influences choice making:

Review assignments; review group-movement; teacher and class.

INEVITABILITIES

There are some parts of life about which there are no choices; one learns to live with them and deal with them creatively. In the process of living with these inevitabilities, choices that have been studied here - and some others - will constantly have to be made. This section of the course selects the most important inevitabilities in the life of every woman. The students will find this section a little heavier - less mobile; the inevitabilities are present for all, and in the human sharing, they become lighter. Their creative promise comes to light.

The Human Being and the Universe:

What is the interrelationship of the physical world, nature, to the human being? What has it always been for us? What can it be in our own nature -

in our use of nature? What is the relationship between human beings? What can it be? What have we meant by choice? What do we mean simply about that which is?

Living with people: Younger, peers, older:

What are the differences in the age groups? In what relationships is one most comfortable with what age groups at what age? What are some of the inevitable conflicts for young ladies of seventeen?

How can one best view one's parents' aging process? Why is it easier to get along with other people who are older than with own parents? What is it about this age (16-17), that can make life so communicable - and/or so puzzling for those who are younger and those who are older? What can be shared in particular with peers during adolescence? Is there a difference between male and female aging?

Male and Female:

What are the most significant research data on the differences between female and male human beings? What are some clinical findings? What are some theories - particularly psychoanalytical theory? What does all this mean practically? What are the differences as to American male and female as seen as compared with other cultures? Is there a recent change? What seems to remain the same?

Sex:

What is the total meaning of this word to the young woman? Can sex be seen without a view toward a generative concept of maturity? Can the sexual relationship with one partner be a growing and creative one? What are the determining factors?

Exchange of Services and Goods:

How are we, today, actually paying for what we need to live on? How do we distinguish between paying for services and paying for goods? What really determines how much something is worth? How can one learn to spend one's money well and still be generous as a human being? Does a woman ever get an exchange for the many services she performs in her life? What kind of rewards should she look for? How can one feel personal in regard to the exchange by money for goods and services received? How can one test and feel protected in regard to value received?

Getting Sick and Staying Well:

How does one take care of oneself when sick? When is it time to let others help? How does one choose a good doctor? How does one take care of others? How does one relate to sickness of parents, husband, children? Etc?

Moving:

How do we feel when we move? What are some of the most important considerations in making a move? What helps to get adjusted to a new environment? Are roots in the community as important today as they were long ago? What is the woman's task in moving?

Taking Care of the Home:

What are the tasks that make a home? What has happened to the people in the beautiful magazine illustrations of homes? Are there really masculine and feminine tasks in a home? Are these absolute? When should one have help in the care of a home? Is it a good idea for a girl to get some experience away from home to learn to take care of her own? What importance is cooking? And washing? And sewing? And being a mother? How much extra time is there with labor saving devices? What can one do with that time?

Review of Topics:

Review of group movement; review assignments; teacher and class

SOURCES OF INNER STRENGTH

The strength to meet all that life can hold, can come from inner growth and from outside gifts that may be taken in throughout life. The individual topics clearly show what is meant by the two sources of inner strength.

Dance and Movement:

Woman, in so much of what she does, will move and dance. Rhythm and music exists in all of her activities; new music and rhythm may be supplied by music makers and dancers. This will be a demonstration with the class of the increasing freedom with certainty through the more conscious use of movement and dance with rhythm and music.

Discovery of Talent and continued practice as demonstrated through the medium of art:

Through actual use of artistic media and a visit to a museum, the class will experience some of the essential processes of looking for and living with a concept of the beautiful and the aware. The class will also come to see the importance of the work concept in the discovery and practice of any talent.

Music:

The listening, the practicing, the singing, the playing with others, the meaning of music to one's family - the enjoyment of and the enjoyment with others.

Uses of the Past:

What new way is there to make the experience of people in history come to life? Were women of flesh and blood even though they were queens or mothers of prophets or saints? Are there resources for personal insight in history? What relation is there between the study of history and learning to understand one's own family history (the last twenty-five years)?

Literature:

How can the written word be a source of inner strength? How can one best identify with an author? How can one learn to read at times when reading could be of most help, but is most difficult? Is there good contemporary reading in magazines? Is there a usefulness in joining book discussion groups? What is a good resource for finding good current and past literature? What is a good resource for finding relevant literature?

Spiritual Resources:

How can one go about discovering them in oneself? How can one develop them? What place has conviction? What place has really caring for others? What place has being able to live without needing to know everything? What place has suffering and suffering well?

Development of the Qualities of Nurturing:

What is nurturing? Is it an instinct that women have? Is it an instinct that does not need educating? What do we nurture? What influence **does** education have on our nurturing functions? Could we exist without nurturing? Or having been nurtured?

Development of the Capacity of Love:

Through the use of Literature, the class will look at various descriptions of love and begin to discuss the growing and developing aspects of love. Plato: Dialogue of Love, Fromm: Art of Living, Shakespeare: Love Sonnets, E.B.Browning: Sonnets from the Portuguese, Jessamyn West: Love is not what you think, and other selected reading assigned.

Creative Waiting:

What is waiting? What is waiting for women? What is active waiting? The class will be asked to develop its own ideas and these will be discussed by speaker and theoretical material will be added where appropriate.

Creative Use of Rebellion:

What is this built-in mechanism in each of us? What useful purpose to the personality? What useful purpose to society? How is it creative for each of us as we grow, as we are in adolescence?

Summary of Topic, of Course, and of Group Growth.

SPEAKERS: PHILOSOPHY FOR SENIOR GIRLS

Mrs. Helen Ross, Group Dynamics, Berkeley Health Department (Group Techniques)
Harold Webster, Ph.D., Center for the Study of Higher Education at the
University of California (College as a Choice)
Mrs. Bernice S. DeVine, California State Employment Service, High School
Representative (Work Now - Work Later)
Miss Mildred Novotny, M.A., Home Management Specialist, Agricultural Extension,
University of California (Money from Home, Own Earnings, etc.)
Mrs. Elisabeth L. Chilton, Assistant Dean of Students, University of California
(Choosing to Live at Home or Away)
Dr. Marie Fielder, Associate in Graduate Intern Program, School of Education,
U. C. (Social Affiliation as a Choice)
Mrs. Owen Chamberlain, wife and mother, active in city politics
(Political Party as a Choice)
Arthur Hobart, Assistant Minister, Orinda Community Church
John Mangram, B.D.S.M., Interim Minister, Fellowship Church of All Peoples
of San Francisco (Church Affiliation as a Choice)
Mrs. Norman Brangwin, MSW, Psychiatric Social Worker, Family Service Bureau,
Oakland (Marriage Early or Marriage Later)
Sanford Plainfield, D.D.S., University of California
(The Human Being and the Universe)
Edward Liska, M.D., Psychiatrist, Assistant Clinical Professor of Psychiatry,
U. C. School of Medicine (Living with People)
Robert E. Westfall, M.D., Psychiatrist (Male and Female)
Dora Fishback, M.D., Psychoanalyst, Student Health Service, U. C. (Sex)
Mrs. Margaret P. Larson, M.A., Supervisor Homemaking, Berkeley Public Schools
(Exchange of Services and Goods)
Miss Marion Moore, Medical Social Worker, Cowell Memorial Hospital,
University of California (Health)
Katherine Flinn, Psychiatric Social Worker, Former Director Family and
Children's Agency, Berkeley (Moving)
Mrs. Arleigh Williams, Wife of Dean of Men, U.C.; former High School Dean
of Girls (Taking Care of the Home)
Adele Wenig, Ass't Professor of Dance, Stanford University (Dance and Movement)
Everett Turner, Artist and Professor of Art, Diablo Valley College
(Self-Expression Through Art)
Marjorie Petray, Pianist and Lecturer in Music, U. C. (Music)
Daniel Dewey, Headmaster, Anna Head School, Berkeley (History; Uses of the Past)
Mrs. John L. Field, Book Reviewer, San Francisco Chronicle (Literature)
Mrs. Carol R. Sibley, Member of Board of Education (Spiritual Resources)
Mrs. Sanford Plainfield, Chairman of Advisory Committee for Philosophy for
Senior Girls (Development of Qualities of Nurturing)
Mildred Ash, M.D., Psychiatrist (Creative Use of Rebellion)

F. Case Studies

1. The following case summary concerns G.N., now age 19, high school drop-out from Oakland Schools after transfer from McKinley. G.N. has visited worker and Miss Meilike at McKinley twice in the last year since dropping out of school. She and her husband (age 19) are living with her mother, employed as a domestic in East Oakland. G.N.'s husband did not complete high school, and is having difficulty finding jobs as an unskilled laborer. During each of her visits, Guidance worker has encouraged G.N. to return to school and has made suggestions for G.N. to take to her husband names of persons to contact in the Employment Office and programs for which he might apply.

G.N. (then age 14) was initially referred to Guidance worker at Berkeley High School because of her "loud, disorderly behavior" and infraction of school rules resulting in suspension. Parents were first seen when they came to the school about the suspension. Anger was focused on the school and each other.

Home conditions were acutely difficult. Parents had been married twenty years and had come to Berkeley from Louisiana when G.N. was 5. Both parents had completed elementary school and some high school. Apparently, the family was stable, both parents working, living in the same home for a number of years, etc., until the father lost his job and began drinking. At the point at which G.N. was referred to Guidance, mother, in her forties, "strong" member of family, was working as a domestic. Father, in his fifties, was able to find work occasionally and drinking heavily. G.N., younger brother and sister, father, and maternal grandmother were living on mother's wages. Mother and G.N. were proud. G.N. reluctantly told worker finally that she did not eat lunch because of family finances. Lunch fees were arranged for her. Her clothing was shabby, but she was always neat and clean. She refused clothing help. During the period of 2-1/2 years that G.N. was "active" with Berkeley Schools Guidance, she was seen weekly, and there were frequent telephone calls as well as unannounced and planned visits by mother. Father refused contact with worker, any family agency, and with Welfare and Attendance supervisor.

At McKinley, G.N.'s program was carefully planned. She was given free lunches, carfare and much supportive help by her counselor, teachers, and clerical help. However, as the family deteriorated and violent crises increased, G.N. became almost unable to function in her school program and finally became involved in a shop-lifting episode. She succeeded in removing herself from the home, but to Juvenile Hall and Probation. No foster home placement could be found for G.N.

Mother made her decision to divorce father after refusing to commit him. She moved to East Oakland to change environment and hopefully to help G.N. and siblings.

Community agencies, which became involved during the 2-1/2 year period were the Police, Welfare (mother's increasing inability to meet debts accrued by father), the District Attorney's Office (father's non-support), and Legal Aid. The above were referrals from Guidance worker and Welfare and Attendance Supervisor after direct request from mother for help.

At the time G.N. transferred from McKinley to the Oakland Schools, G.N. was reading at the 5.4 grade level, and she was deficient in credits toward High School graduation. It is felt strongly that had there been far earlier identification of G.N.'s school and family problems, preventive help could have been offered to this alert, highly attractive girl and her family, with hopefully different results.

Dr. Harriet Haas

March, 1964

Case History:

2. J.J., a 1955 graduate of Berkeley High School; in the Berkeley schools from 7th Grade in Garfield on. Family income below \$10,000. Both parents were college graduates and in their mid-30s when this girl, the older of two children was born. She received a 4-year (\$4000.00) scholarship to Mills College. Married 2 months after graduation and took 1 quarter of education units out of the state in order to be the financial support of the family while her husband finished college. Arrival of a baby resulted in the family living on \$3000 or less for 2 years while the husband completed residence requirements for a Master's Degree; a state of poverty, according to President Johnson.

Contribution of the home, community and church to this girl's background: A critical appraisal of every purchase - was it necessary, of good value? A thorough training in music as a tool for earning as well as giving her a place of prestige in whatever community she found herself. Training in outdoor recreation and skills for wholesome, family-type, enjoyable and inexpensive recreation. Active participation in the skills of Girl Scouting including community service in the Jr. and H.S. years. Respect for moral values with high standards of moral conduct. Appreciation for the role of each member of the family and their contribution to the whole.

Presently feels that the schools could have contributed knowledge and attitudes in the following areas:

Consumer information-- Where can the inexperienced young consumers go for help in the best use of their money? What pitfalls? Development of strong sales resistance to "status symbol buying." Knowledge of the risks in listening and accepting advertising promises-- the Moving rackets, TV repair rackets, used cars, etc., etc.

Health costs--in addition to health insurance--the importance and the expense of the semi-annual dental visit, the annual eye examination, the annual health examination, the day-to-day minor medications, all of which add up to a large part of a small budget.

Local resources for families-- law, recreation, medicine, culture.

Field trips--to local agencies offering help to families and individuals in fields mentioned above. Court house, libraries, art galleries, public health.

Conclusion: "If the schools can teach girls ways of obtaining accomplishment, personal worth, entertainment, stimulation, a place in the community, pride and recognition of ability, creative desires and awareness of others, then we will have done a very great thing."

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